

The Mirror Room Project: A Critical Ethnographic Program Evaluation of a Teaching
Personal and Social Responsibility Based Youth Development Program

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This is for you SC. We met years ago and I hope to meet you again one day. Your smile is unforgettable. Your will and determination will get you places. I pray for you every day.

Abstract

Amongst a host of other benefits, proper physical education has the possibility to create a safe place where responsibility can be transferred from the teacher/facilitator, to the student. This is especially true with an underserved population. This critical program evaluation of the program CHARM was done for the purpose of program improvement. This research was a place for participants to share their experiences of the program. The participants were 5 underserved youth, 5 undergraduate students, 3 teachers and 1 graduate student. Observations, interviews, and document analysis were used to gather data. Data was analyzed using a first level read-through, and two second-level analyses. Summaries were written, and cross-case analyses were completed. The main finding of the research was the development of a Handbook, which is a guide to running the program. Secondary findings include issues of program structure, goal setting, meaningful relationships, roles, SNAP, and an outlier in the data.

Keywords: *Underserved youth, physical education, and teaching personal and social responsibility.*

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Chapter I - Introduction

After a frustrating process of picking out a suitable outfit for dinner, we made it to the dining hall steps. By the second week at camp just about every transition took twice as long as it should have for no visibly apparent reason. Sitting on the wooden stairs leading into the camp dining hall, my camper of only eight years old said to me through her tears “there is something I really want to tell you but I just can’t, I know that you will have to tell someone else and then they will tell someone else, and then someone else, so I just can’t tell you.” I had the trust of this little girl, but she knew the system and she was not about to disclose anything for fear of what the next steps might be. She did, however, scrape the surface in describing to me her experience of living in a group home. On the steps that day, not only did I watch the tears flow, but felt my heart break. From the outside she fit in perfectly with all the other girls, but from the inside there was pain and hurt that would come out in ways I could never begin to understand in the short few weeks we had together. Being immersed in, and a part of the culture, gave me insights and personal experiences from which I gained perspective on particular individuals who were living in foster care residences.

More recently I had a nine-year-old boy, accompanied by two boys living in the same group home, dropped off at camp by his worker. The worker’s first concern he voiced to the camp counselor was the type of restraints we used, joking about how they wouldn’t be good enough. The worker suggested that the

boy's week would be a write off and the camper would likely be sent home because of his bad behavior. Meanwhile, the boy was being bullied right in front of the worker until I stepped in. I looked at the two bullies and told them "actually, this is my friend, I remember him from last summer and we had a great time at camp. We are so excited he is here and that we get to hang out, we all love him here at camp and we were so happy to hear he was coming back." The boys and worker stepped back with blank expressions on their faces and no words to say. This little guy who we anticipated having major challenges that week had absolutely no problems; not once was he restrained, segregated or even talked to about being sent home.

My experiences at camp with children and youth in the foster care system was the beginning of what will be a life long journey of personal experience, discovery, and action with underserved children and youth. Each year as I've watched a bus full of kids drive off from camp, it is my hope that the service to them was of benefit. I never really know beyond my interpretation of the expressions on their face, and brief conversations reflecting on their time. I always wonder what their experiences really meant to them, how different kids experienced camp differently, and how these experiences affect the way that camp is run.

Any worthwhile youth program has a specific focus and particular goals; "a program must be about something, not-as Ted Sizer reminded us -about everything." (Hellison, 2011, p. 5) The program under study is not about 'us' helping 'them', rather it is about our underserved youth being valued,

empowered and given the opportunity to take on responsibility in a physical activity setting-with the hope of this responsibility transferring to other areas of their lives. Teaching personal and social responsibility strives to have the participants facilitate their own learning through participation, as oppose to facilitators telling them what to do and how to change (Hellison, 2011).

Significance of Research

Physical activity in youth is an evidence-based recommended strategy in preventing disease, as well as promoting health (Strong et al., 2005). Benefits of physical activity are especially noted in cardio-vascular health, musculoskeletal health, and maintaining healthy adiposity levels (Strong et al., 2005). In addition to these physical benefits, mental and social outcomes of decreased depression, increased self-esteem, increased self-confidence, higher energy levels, increased sleep quality, and a greater ability to concentrate are also benefits of physical activity (Hills, King, & Armstrong, 2007). With the former benefits of physical activity, it is disheartening to hear that less than 25% of at-risk youth in the United States are capable of meeting fitness test standards (Collingwood, 1997). Before continuing with the term “at-risk youth,” it is crucial to define its meaning. A youth residing in an unfavorable environment, or who has insufficient skills/values to advance in society, leaving him/her in a position of vulnerability towards social, emotional and physical problems is termed “at- risk” (Collingwood, 1997). As a result of their specific environment, at-risk youth have their own set of physical, emotional and intellectual needs.

In 2000, Hellison used the term “underserved youth” referring to youth, highlighting services that are needed focusing on their strengths and potential, instead of emphasizing any problems, issues, or what they should not be doing. This is especially applicable as youth are continually being criticized and held accountable for their inappropriate and irresponsible ways of behaving (Hellison et al., 2000). While both terms are still used, for the remainder of this document I will be using the term “underserved.” The reason I’ve chosen to use the term underserved is to stay away from any negative labeling of the youth. If they are underserved, this means they need more services. Using this term, for myself, is motivational to work towards providing the service, and own some responsibility in the situation. I want all of the mentors I’m working with, as well as myself, to see the youth as people with potential that can be reached when their needs are met.

Collingwood (1997) suggests that physical fitness training (cardiovascular endurance, strength, flexibility and body composition) can contribute to meeting emotional and intellectual needs alongside the physical ones. The process of using physical fitness training as the core of an intervention can contribute to positive growth in self-discipline, responsibility, life-skills, and the development of social values (Collingwood, 1997). Hellison (2000) explains how this can be accomplished through TPSR (Teaching/Taking Personal and Social Responsibility). TPSR is a loose framework that advocates heavily for putting the kids first by treating them as real people, empowering them, and giving them opportunity for meaningful relationships, all through various physical activities (Hellison et al., 2000). TPSR can be put into action through skilled facilitators gradually shifting responsibility to the

participants, to a point where the students are making decisions for themselves that can then be transferred to making decisions outside of the program (Hellison, 2000).

TPSR will be explained and reviewed in more detail throughout Chapter 2.

On a separate yet important issue, in Canada there is clear evidence to show that health care costs would decrease as a result of an increase in physical activity (Katzmarzyk, Gledhill, & Shephard, 2000). Furthermore, with an underserved population, the cost burden does not stop with activity levels. In 1998, estimates of the potential cost-benefits of successful programs for high-risk youth have been estimated at upwards of \$1.7 to \$2.3 million dollars individually (Cohen, 1998). A new longitudinal study has revealed even more dramatic monetary value in saving high-risk youth. The study followed a previous model by Cohen, used in 1998 in looking at youth that pursue criminal paths. Cohen's work in 2009 published the numbers \$2.6 to \$5.3 million dollars that a youth involved in a criminal life would cost society each year (Cohen & Piquero, 2009). In the United States, little money is being allocated towards youth crime prevention programs in comparison to crime response strategies such as punishment (Cohen & Piquero, 2009). While the program of study is not a prevention program, it does work with a vulnerable population and aspires to create a meaningful space where the youth can grow not only through physical activity but in social and emotional areas as well.

Research Questions

The purpose of this research is to explore a new youth development program "CHARM," currently being run at Brock University. CHARM; Confident Healthy

Active Role Models was first run in October 2010, and has now finished its second year. CHARM was based on TPSR values throughout its first year, however the specific recommendations of taking a TPSR approach were not implemented. In its second year, the TPSR approach was a main focus for the undergraduate students who carried out the program with the participants. As the researcher I was fully immersed in and a part of the culture the program has developed. I took a critical ethnographic approach to evaluating this program. Through this ethnographic evaluation I looked at:

- I. How is the program CHARM experienced across the various levels and forms of participation?*
- II. What are the strengths, weaknesses, opportunities, and threats associated with/in the program, and how can these be used in the service of program improvement?*

I focused specifically on the above questions in order to better understand the culture, and perhaps through this, assess and facilitate change to improve CHARM in future years.

Chapter II – Literature Review

Teaching Personal and Social Responsibility (TPSR)

If you ask anyone with a background in TPSR what TPSR really is, you will get many different answers. When reviewing Hellison's work in greater detail you can begin to understand why there is no clear-cut definition. TPSR began as a way to

teach values through physical activity and physical education (Hellison, 2011).

Hellison (2000) explains how this can be accomplished through the Responsibility Model (RM), sometimes interchangeably referred to as Teaching Personal and Social Responsibility (TPSR), or the Personal and Social Responsibility Model (PSRM). All three names are used throughout the literature. For the remainder of this document the approach will be referred to as TPSR. Hellison acknowledged a need for clarity between the three terms and has provided this for the reader:

“The approach I describe in this book is often referred to as the responsibility model or the personal social responsibility model. In the last edition I avoided the term model, because some academics complained that model meant “blueprint” rather than “set of ideas.” Because my intention is to present a set of ideas, I used TPSR, for taking personal and social responsibility, to refer to this approach. Since the last edition was published, I have reverted to using responsibility model, because that’s what most users call it. But I’ve retained TPSR for this edition to provide some consistency for those of you who have read the first edition.” (Hellison, 2003, p. ix.)

The Birth of TPSR

Hellison describes TPSR in its earliest stages as “a survival response to the attitudes, values, and behaviors of the underserved kids” (Hellison, 2003, p. 4). At the time, Hellison was teaching physical education to underserved high school students (Hellison, 2003). Hellison had a desire to facilitate character development, and thus developed TPSR, a reaction to the attitudes, values and behaviors to the students with whom he was in direct contact (Hellison, 2003). These early stages of Hellison’s model began in 1970 (Hellison & Walsh, 2002). Hellison’s model has developed through trial and error over time since then. TPSR has also been

implemented internationally in countries such as New Zealand, England, and Spain (Hellison & Walsh, 2002).

The following are five goals of TPSR, and are described as levels of responsibility that are shifted to the students over the course of the program; 1) respect the rights of others, 2) effort, 3) self-direction, 4) helping others, and 5) responsibility outside the gym (Hellison, 2000). The goals are used as a progression through which teaching occurs. The levels are not only to be used by the teacher to create lesson plans, but also for implementing goals and plans for individual students (Hellison, 2003). By empowering youth and meeting them where they are at in alternative in-school physical activity programs, underserved students have learned life lessons on respect, cooperation, determination and other necessary life skills for coping in the reality of the present (Hellison et al., 2000). In more recent years, TPSR has been highly regarded as an approach to encourage youth development, and is seen as highly influential in physical education pedagogy (Wright, Li, Ding, & Pickering, 2010).

TPSR is not a model that is to be implemented exactly as written in all situations. Throughout the literature there are many suggestions and examples of ways to modify the model to best suit the environment it will be used in and individuals it will be used with (Escarti et al., 2010, Wright & Burton, 2008, and Wright et al., 2004). The following is a brief review of the literature of physical activity interventions for underserved youth that have either used Hellison's TPSR approach, or have used principles based from TPSR to facilitate leadership development in underserved youth.

TPSR Review

In 2002 Hellison and Walsh did an extensive review on responsibility-based youth programs. This is the only one of its kind. The goal of this review was to answer the question “does it work?” (Hellison & Walsh, 2002.) As a professor, and the creator of TPSR himself, Hellison had access to unpublished work that was also included in his paper (Hellison & Walsh, 2002).

Population Using Model

Hellison originally intended for the responsibility model to be used for the underserved population (Hellison, 2003). It was through and because of his experience with this population that he created the model (Hellison, 2003). While the earlier articles reviewed were of programs serving the intended population (from 1989 until 2003), there were three articles reviewed (from 2004-2010) whose programs served other populations. Wright, White, and Gaebler-Spira (2004) implemented a responsibility-based program for children with various disabilities. Wright and Burton (2008) implemented a TPSR program for high school students in their physical education class. Escarti, Gutierrez, Pascual, and Llopis (2010) implemented a TPSR program for primary school children during their physical education class, and Wright, Li, Ding, and Pickering (2010) integrated a TPSR approach into a high school Wellness class. Few adaptations needed to be made in most of the programs, however Wright et al., (2004) did have more adaptations to make than Wright et al., (2010), Wright & Burton (2008), and Escarti et al (2010).

The study showed relevance and benefits in using the model within the adapted physical activity context with proper adaptations. An example of adaptations needed is using concrete examples in reflection time for those with cognitive impairments, as well as focusing on ways of taking responsibility such as group decisions, as opposed to the typical implementation of taking leadership roles in a different setting such as a coaching club.

TPSR Methodology

Over time there has been a shift from case studies using exclusively qualitative information on program evaluation, to the inclusion of more quantitative data collection, and mixed methodologies. There have been multiple calls in the literature for more empirical evidence to support the responsibility model and this review shows that authors are responding (Escarti et al., 2010, Wright et al., 2010, Walsh et al., 2010, Li et al., 2008, Kahne et al., 2001). Appendix A shows under both the methodology section and the trustworthiness/validity section a progression from single method with no explanation of trustworthiness to mixed methods with detailed explanation of why the research can be trusted and how the research is and continues to be valid. The earliest articles published that were included in Appendix A (completed in 1989, 1992, and 1999) had no mention of trustworthiness or validity. Williamson and Georgiadis (1992) had a very informal method of program evaluation to the point where neither purpose, methodology, results, nor discussion were explicitly stated. Outcomes were attained from the section titled “program insights.” With time, more rigorous methods were used with clearly stated methods for achieving trustworthiness and validity throughout (Escarti, Gutierrez, Pascual, &

Llopis, 2010; Hammond & Walsh, 2006; Wright, Li, Ding, & Pickering, 2010; Wright, White, & Gaebler-Spira, 2004).

Two of the articles included in Appendix A, Kahne et al. (2001), and Li et al. (2008), did not conduct program evaluations; rather they highlighted the need for quantitative assessment methods in program evaluations on youth development, and assessed two different methods of this sort. Kahne et al. (2001) used survey data, and supported this with interviews. In doing so, he determined there was substantial difference between the positive affect between during school and after-school programs. Li et al. (2008) used the PSRQ questionnaire (the Personal and Social Responsibility Questionnaire), and found it produced valid and reliable results in assessing students' perceptions of personal and social responsibility in physical education.

Does it Work?

In Hellison's third edition of *Teaching Personal and Social Responsibility Through Physical Activity* (2011), chapter 1 begins with a list of questions including: what's possible? Is it working? What's worth doing? Hellison believes anyone with a career or involvement in this area needs to be frequently revisiting these questions, as Hellison does himself. As these questions are revisited, change is facilitated. Hellison calls "*TPSR a theory-in-practice because it is a framework of values and ideas that are constantly being tested in practice, even now, 40 years after its inception*" (Hellison, 2011, p. 8).

In reviewing the literature there has been much indication that TPSR has served and continues to serve its purpose of providing a set of ideas that anyone using

it can adopt in their own implementation style of a program with youth of various ages and from various backgrounds (Wright et al., 2010). The meaningfulness, value, and changed lives that have resulted from various programs is undeniable as reiterated by Wright et al. (2010) below:

“Therefore, while many TPSR evaluations have been useful in program development and improvement efforts, relatively few have met the standards of methodological rigor to be disseminated through peer-reviewed publication. Nonetheless, a recent article that reviewed these small-scale evaluation studies, suggested TPSR is effective in creating a positive learning environment....” (p. 278)

This is the same conclusion that Hellison and Walsh (2002) arrived at in their published review. Wright touches, however, on some still remaining strong concerns with regards to TPSR. To date there have been many documents reviewing one or two program evaluations that used TPSR (Hammond-Diedrich & Walsh, 2006; Williamson & Georgiadis, 1992; Martinek et al., 1999; Martinek et al., 2006; Li et al., 2008). Some of these documents (Li et al., 2008, and Martinek et al., 2006) were done following standard research methods, while others (Hammond-Diedrich & Walsh, 2006; Martinek et al., 1999; Williamson & Georgiadis, 1992), were simply a reflection piece on the program. The only extensive review done specifically on TPSR was done by Hellison and Walsh (2002). This is an important piece of literature as it has pointed newer studies in a direction that has begun to fill the gaps of the TPSR literature. In the review, 26 studies were included, of which 10 were unpublished documents. As the creator of TPSR, Hellison had access to manuscripts, theses, and even peer-reviewed documents that were unpublished; however, they

contained valuable content on this topic. Three of the remaining 16 studies are either books or chapters in books that have been published, leaving only 13 journal articles that were published and peer-reviewed (Hellison & Walsh, 2002). Not only does this show a gap of certain research, but also the use of the unpublished data makes it extremely challenging for interested researchers to access these results. Of all the studies reviewed, Hellison and Walsh (2002) noted that only six of them met the “gold standard” for rigor. Hellison does not explicitly define a “gold-standard” for rigor rather suggesting that the problem is *“to figure out how to play the gatekeeper role at a time when there is little consensus in the field about what research is and what scholarly discourse should look like”* (Hellison & Walsh, 2002, pg. 295). Using the phrase “gold-standard” for rigor without explaining what the “gold-standard” is, begs the questions of how rigorous all studies reviewed actually are.

Another concern with the review by Hellison and Walsh (2002) is that Hellison was the co-reviewer himself. As the author and the creator of the model under review there is considerable room for conclusions to be questioned. Hellison and Walsh (2002) set out to determine whether TPSR actually works in their investigation. They personally believe it is working, that past research has been extremely valuable, and that continued research is definitely worth doing (Hellison and Walsh, 2002). The major issues they presented were methodological, and lack of empirical research. While many of the quantitative case studies have used triangulation and been thorough in their research, the unbalanced amount of published literature using qualitative research methods has become a noticeable gap (Hellison & Walsh, 2002).

Hellison and Walsh (2002) believe that the reasons for the favored use of qualitative data are unquestionable as there are considerable advantages to using interviews and observations in program evaluations. In program evaluations many times a researcher will want to determine participants' attitudes, feelings, intentions, and behaviors, and using a mixture of the most common qualitative data collection forms will more than likely give the researcher these answers (Hellison & Walsh, 2002). In the review it was also clearly noted that less rigorous studies were included, as the researchers believe that they contain evidence and important results. It was suggested that although these studies that are not considered "gold standards," they bring crucial evidence and should not be disregarded (Hellison & Walsh, 2002). Regardless of these advantages, Hellison and Walsh (2002) noted this as an area for continued work, especially if considering the type of research that policy makers and funders want to see. The current review shows that researchers have shifted from solely the qualitative case study program evaluation to look for more specific areas using a more balanced mix of research methods (See Appendix A). Since the 2002 review was published, three of the eight studies (Escarti et al. 2010; Hellison & Wright, 2003; Wright et al., 2010) reviewed included both qualitative and quantitative results. While this number may seem small, it demonstrates a response to the gap in the research.

An issue with quantitative evidence however, such as the retention examination done by Hellison and Wright (2003), is interpreting what success is. In looking at the numbers of how long, over a period of nine years, students stayed in an urban extended day program, and what the dropout percentages were, many would

assume failure of this program because of the following numbers. Throughout the nine-year program only 42% of participants remained in the program for more than one year (Hellison & Wright, 2003). By year four, only 18% of the original participants were still participating in the program (Hellison & Wright, 2003).

However, the qualitative findings from individuals within the program contradict any assumptions one might make as a result of the numbers. Program leaders with experience with populations in communities of such a transient nature are open about their focus on small victories.

“Although the retention data in this study can be disheartening for those who do not have experience in truly underserved communities, these data in fact reflect considerable staying power for many of the participants. To the program leader, these are much more than ‘small victories’; they reflect major life changes, especially among students selected for participation based on their discipline problems in school and in a neighbourhood where the high school graduation rate is well under fifty percent and violence and drug trafficking are epidemics.”(Hellison & Wright, 2003, p. 379).

The retention data is meaningful, however it is likely to be understood and interpreted in different ways leading to the possibility of untrue assumptions. Thus far the literature review on TPSR is showing limitations, and can cause any reader looking at it through a positivist lens to question its utility, validity and reliability; it is important to step back and consider the social and contextual influences on humans that impact one's understanding of a context. These social and contextual influences cannot be understood through the gathering and analysis of numbers. What Hellison has provided in his literature is research rich in context. In many cases, it is only those individuals who have experienced working with these populations who will fully

comprehend the extreme importance and value of what Hellison and Wright (2003) call “small victories.”

Kahne et al. (2001) uses an assessment method for after-school programs, according to the “youth development model,” which is not explicitly described anywhere in the article itself. However Kahne et al. (2001) mentions the lack of what is referred to, as “*manageable quantitative indicators of programmatic impact*. (p. 424)” Reasons for the shortcomings are participation in multiple programs, voluntary participation, vague outcome goals, and quality of program (inconsistent curriculum and implementation methods (Kahne et al. 2001). Li et al (2008) assessed a questionnaire created directly for programs using TPSR. According to Li et al. (2008), the questionnaire (PSRQ) provided results that were deemed valid and reliable for assessing students’ personal and social responsibility in context. While the questionnaire does not evaluate the program implementation, the PSRQ could prove extremely valuable if coupled with trustworthy and valid qualitative data on implementation for a mixed-methods rigorous program evaluation (Li et al., 2008).

This leads to another important issue included in the table of Appendix A regarding trustworthiness and validity. An extremely notable gap, made obvious through the empty boxes in Appendix A is the credibility of these articles. The first three articles (DeBusk & Hellison, 1989; Martinek, et al 1999; Williamson & Georgidis 1992) had no mention of how trustworthiness or validity was attained in their data. As time passed, while qualitative case studies were and still seem to be the program evaluation method of choice, they are much more rigorous in describing the research measures they took to ensure trustworthiness. For example, all but one

(Martinek et al. 2006) explicitly state their usage of triangulation, and many also mention other qualitative rigor standards such as member check, researcher triangulation, cross-checks, and searches for disconfirming evidence.

In summary, Don Hellison's TPSR has been widely used in developing and implementing successful and meaningful programs for children and youth of varying needs. Its surrounding literature has faced harsh criticism due mainly to lack of meeting methodological standards. The most recent literature however, is filling these gaps, and should continue to do so, as the meaningful benefits of the program deserve the utmost quality of research.

Sport For Positive Youth Development

Separate from Hellison's TPSR work, there has been extensive research on using sport for development and as a method for teaching life skills. Goudas, Dermitzaki, Leonardi & Danish (2006), explain this idea as an integration of mind and body. Rather than "education of the physical," there is a notion that physical educators and facilitators of physical activity should focus on "education through the physical" (Goudas et al., 2006). Essentially, sport itself is not a pathway to youth development, however through the experience and facilitation of sport there is great potential for positive youth development to occur which includes both the mind and body (Goudas et al., 2006). Within a sport context, the mind component of development is referred to as psychological skills, and outside of sport they are life skills (Goudas et al., 2006). Danish and Nellen (1997) have numerous broad definitions of sport psychology; simply put however, it is seen as the promotion of

sport performance concurrently with human development. Sport psychologists value life development alongside of the already occurring athletic development.

Danish and Nellen (1997) saw the value in further broadening the definition of sport psychology to reveal the value of the sport experience to inner-city underserved youth. Sport for the underserved inner-city population has not always been seen in a positive way. In the past, sport has been a questionable vehicle to these youth as it was seen as an unachievable goal to becoming a professional athlete, a hoped for escape that few could actually follow through to achieve their dreams (Danish & Nellen, 1997). Critics have focused on the athletic development of sport for this population and have overlooked the value of learning life skills in a sport based setting that can then be transferred to other areas of life. To explore and share some specific positive youth development for the underserved population both the Going for the Goal Program (GOAL) and Sports United to Promote Education and Recreation (SUPER) have been presented by Danish & Nellen 1997, and further examined by Goudas et al. (2006), Goudas & Giannoudis (2008), and Papacharisis, Goudas, Danish, & Theodorakis (2005).

GOAL

First established in 1987, Going for the Goal Program (GOAL) was designed to facilitate youth gaining confidence about their future by relaying the importance of the future to the youth (Danish & Nellen, 1997). GOAL also focused on teaching them personal control by focusing on their ability to make good decisions while becoming “better citizens” (Danish & Nellen, 1997). GOAL has been awarded over

\$5 million in funding from various agencies, which has not only allowed its creators to further develop the program, and evaluate its effectiveness, but the money has also contributed to spreading the program nationally (Danish & Nellen, 1997).

The specific structure of the GOAL program is 10 one-hour workshop style sessions typically held during school, but after school/alternative scheduled programs have also been run. Each week there is a new topic, beginning with *Dare to Dream*, followed by *Setting Goals*, seven other goal focused topics, and ending with *Going for Your Goal* (Danish & Nellen, 1997). The program is taught by well-trained high school students, who are chosen specifically for their academic performance, leadership skills, and extracurricular involvement (Danish & Nellen, 1997).

GOAL programs have been evaluated and have shown to not only increase the participants' knowledge about setting goals, but also the participants were able to actually achieve their goals throughout the program (Goudas et al., 2006). In a study conducted with Hispanic students, participants also showed increased problem solving skills along with their specific goals of the program (Goudas et al. 2006). In 1999 results were reported that the GOAL program had been successful when applied to at-risk youth in New Zealand. Positive change was seen both in self-esteem and self-motivation for completing school work (Goudas & Giannoudis, 2008). Other notable findings on the program include a better attendance records at school, decrease in health-compromising behavior among males, decrease in violent behavior (in comparison to a control group), and overall the program experience was described as important, fun, and useful (Danish & Nellen, 1997).

SUPER

Sports United to Promote Education and Recreation (SUPER) was created after GOAL as a variation of the program with a sport focus (Goudas et al., 2006). GOAL was adapted to a sport-based setting (SUPER) for the purpose of teaching life skills through sport. Physical education (PE) in schools is a fitting context to teach life skills such as problem solving, meeting deadlines, performing under pressure, setting/meeting goals, communication, receiving and applying feedback, experiencing successes and failure, and teamwork. The PE setting is seen as positive for teaching life skills since life skills can be learned the same way as sport skills: seeing them, experiencing them, practicing them, and applying them (Goudas et al, 2006).

SUPER programs run in a sports clinic type manner. The sport skills are taught, the life skills are taught, and the game is played, combining both life and sport skills together (Goudas et al 2006). Different from GOAL, SUPER has different skill modules that are adapted to whichever sport is being taught. In GOAL, much of the work is writing and reading, skills typically taught in the classroom. SUPER is action-oriented, with the hope that students leave the program understanding that:

1. *“There are effective and accessible student-athlete role models”*
2. *“Physical and mental skills are important for both sport and life”*
3. *It is important to set and attain goals in sport”*
4. *“It is important to set and attain goals in life”*
5. *“Roadblocks to goals can be overcome.”* (Danish & Nellen, 1997, pg. 107).

The World Health Organization’s view on training youth on life skills through sport is as essential to promote healthy development (Goudas & Giannoudis, 2008). SUPER is doing that. Goudas & Giannoudis (2008) stated, “sport is a metaphor for life...it promotes their capacity to deal with life’s challenges (pg. 528).” Unfortunately, sport

is not always a positive experience for its participants. There is the possibility that sports can create a negative environment having unhealthy influence on the participant's self-esteem, confidence and self-efficacy (Goudas & Giannoudis, 2008). Essentially, the experience in the sport determines whether it is positive or negative, however youth programs need to be developed with a positive youth development goal in mind; the idea of personal growth being discovered (Papacharisis et al., 2005). Studies on the implementation of SUPER have shown distinct aspects of positive youth development occurring throughout the program (Papacharisis et al., 2005). Change through SUPER has been reported in social responsibility, emotional intelligence, and goal knowledge (Papacharisis et al. 2005). When applied to both a soccer and volleyball context, younger athletes who participated in the SUPER program demonstrated higher level of performance of the sport skills, and they also were able to more confidently apply the life skills in comparison with the control group (Goudas et al., 2006).

Lanigan's Small Group Model

Thus far the literature has focused on underserved youth, as this is the population for whom the program described below is designed. In order for this program to run however, there is a group of undergraduate students that meet weekly with myself and a fellow graduate student. Lanigan (2007) presents a small group process model on effective work in a group setting making suggestions with regards to size, roles, leadership, and management. Lanigan (2007) divides the roles in a group to primary and secondary, having five of each-with an optimal size of 5

members, each taking on both a primary and secondary task. There are roles within the group that need to be fulfilled (task leader and central negative) in order to have a successful group, however the social-emotional leader, tension releaser, and information provider are still necessary to avoid dysfunction within the group (Lanigan, 2007). Knowing and presenting this literature to the group and as a part of the study are crucial as facilitating group meetings relies heavily on how the group functions, and the program itself relies heavily on the group functioning well. See section 3.3 in appendix E for how these roles were best adapted for the CHARM program.

Chapter III – Research Methods

Qualitative Research

For my research project I took a qualitative approach to inquiry. I was personally immersed in the culture of the program being studied as I wanted to hear stories of peoples' lives, observe their experiences, ask them about their feelings, all the while being part of the experience myself. Interpreting meaning from culture and lives was no easy task, and the findings are without a doubt my interpretation of the experiences that have happened in the context within which they were created. I took a hermeneutic-interpretive approach, as all findings are an interpretation of meaning in the particular context studied. As I conducted a critical ethnographic program evaluation I took a more critical approach for the purpose of program improvement.

Research Design Features

My research project is a critical ethnography of the program called CHARM. At Brock University, there is currently a special needs activity program (SNAP) that focuses on movement promotion in children and youth with disabilities. Last October (2010) CHARM was piloted within the SNAP program that has a focus on an underserved population participating in physical activity. The program first ran out of the Brock University Dance studio, a room in which one of the walls is made up entirely of mirrors. Before naming themselves CHARM, I named my work “The Mirror Room Project,” based on its location and the metaphorical value of a program involving many different levels of self-reflection. The acronym CHARM was chosen by the participants in the programs themselves and stands for confident, healthy, active, role models. The program is movement based, with a leadership development component. For three hours each week, a group of 8-15 youth from two different local section 23 classes come to the university to participate in the program. A section 23 classroom is an educational treatment facility for youth whose social, emotional, and or medical needs cannot be met in the public classroom. The students typically struggle with social barriers, learning disabilities, behaviors and mental health. Section classes are partnerships between an agency and the school board (in this case the District School Board of Niagara). Section 23 serves kids in 3 main areas: care (as in foster care), custody (ex. young offenders, Thorold Detention Centre) and treatment (day treatment). Money comes from the ministry to the school board to provide the teachers’ roles and resources. The idea is that the school board provides the teacher, and the resources, and the agency provides support. Technically they are

students of the agency. The hope and goal of a section 23 class is to have the students re-integrated to the public school as soon as possible. This rarely happens. Many of the kids will never go back to schools because there is no support from them there. Places where I have seen the kids go are to detention centres, assisted living, and home (dropping out of school). The two agencies the students attending CHARM come from are NTEC (Niagara Training and Employment Agency), and the NHS (Niagara Health System.) Having students from the two agencies together in one program created a unique and distinct dynamic to the program. The kids from the NHS were dealing mostly with mental health issues and were predominantly females. The most common diagnosis I saw from this group was that of anxiety. The students from NTEC struggled primarily with behavioral integration challenges and developmental delays. These students were all males. The combination was challenging to accommodate but also facilitated unique moments where the groups were mixed and supporting each other in ways they would not have otherwise had the chance to do so. An example of this was when both groups participated in a morning at a high ropes course. The boys from NTEC were cheering on the girls from the NHS as they climbed the course.

CHARM is highly structured with planned movement programming each morning followed by a youth development component. This year, the undergraduate students facilitating CHARM used a TPSR approach to program planning and implementation. The structure and degree to which TPSR was used can be found in section 3.4 of the 2012 CHARM Handbook. The major modification from the TPSR suggested format is the addition of SNAP. Minor modifications such as timing and

implementation of the levels happened occasionally. The development component has movement integrated into it as its goal is to create a safe space for the students to help out with or lead a movement/fitness station for the already running SNAP program. I conducted an in-depth critical ethnographic program evaluation by following its development over the duration of the program. The objective of this critical ethnographic evaluation was to deepen understanding about this particular group of people by illuminating their stories. The desired outcome of this evaluation was to provide a thick description of the complex and overlapping aspects of the program.

Within the program itself, since there were no manipulations of the group, program, or relationships, and the observations were all from a real-world setting, naturalistic inquiry was a design strategy used. In following a naturalistic approach, questions and inquiries arose in the field with time. In order to remain focused on my question at hand, design flexibility was required. As the program unfolded, there was no way of knowing what phenomena may arise, requiring flexibility in design in order to capture the stories that were told. As new data emerged, design flexibility allowed these to be pursued. A data collection and fieldwork strategy that was used throughout the project was personal experience and engagement. As a researcher I was in direct contact with the program, and all of the people involved in the program and the setting where it took place. This was not just direct contact, but included engagement and experience, both of which have become a part of the critical inquiry of understanding. While engagement and experience were present throughout, I took an empathically neutral stance, maintaining openness to all of those involved without judgment. This stance of mindfulness (which includes being respectful, sensitive and

aware of all people and situations involved) was taken throughout the whole process including observations and interviews. In analyzing the data, a theme of qualitative inquiry that was relevant to this project, was that of context sensitivity-the data collected are relevant to the context from which it has been taken. A holistic approach was taken by gathering data on individual parts of the program in order to better comprehend and present the program as a whole.

Even when taking a holistic perspective on the program, the context still must be taken into consideration as crucial to understanding and experiencing the program. Lastly, a critical design feature used is that of owning my voice and perspective in the qualitative analysis. I was reflexive throughout the process through self-questioning and self-understanding. This has been an on-going process and is portrayed throughout the final report using a first-person voice while being open about both biases and limitations.

Trustworthiness

Patton (2002) describes trustworthiness in parallel to the term rigor. This section is a description of the techniques that I used that contribute to the final product. I have also identified how this research adds to the gap in TPSR research done with acceptable methodological standards. As seen in the literature review on TPSR in the previous section, as well as Appendix A, critics of the TPSR methodology pointed their criticism's mostly towards methodological standards. As a researcher, I have addressed the concerns of trustworthiness and validity throughout this study. I have embedded these as a part of the research designs and have discussed them as a part of the research design features in more detail.

To ensure trustworthiness and validity, I collected data from various places, and in different forms (data was triangulated). I have explained the specific data collection strategy below. Trustworthiness was addressed in the analysis by beginning inductively, and as themes were noted, continuing the analysis deductively. All data was analyzed inductively for the first read. I conducted multiple reads as a part of the analysis, and in the second level I carried out deductive analyses focusing on strengths, weaknesses, opportunities, and threats of the program under study. Existential categories of people, places, objects and happenings were used in the second level analysis. When participants noted significant people, places, objects or happenings in their data, I pulled these out and recorded them in chart form. The chart was used as a systematic part of the analysis, and was part of the second level analysis. The interplay of these two ways of analyzing the data was a recursive way of ensuring all data was considered and analyzed from a different perspective.

Included in my findings is an entire section on an outlier. This particular case did not fit into many of the themes such as the program being relational, and suggested contrary findings that a program such as CHARM may not be worthwhile. Including this particular finding is an example of how, as a researcher, I took an empathetically neutral stance. Regardless of the data, I remained non-judgmental, open-minded, and analyzed all data even when it was a negative case.

Lastly, through the entire process I was reflexive. My personal journal was organized in a way where events that occurred were separated from my emotional responses to those events. In analyzing my journal this was a way for me to identify

times where my reflections were made at a time where I was emotionally invested, and would then come back at a later date and continue journaling a response to situations.

Data Collection

Qualitative data collection was conducted through interviews, overt participant observation and document analysis. I conducted interviews with the student leaders, the students, and the teachers using standardized open-ended questions (See Appendix B). This data collection strategy was particularly relevant as it provided detailed information on the activities being done, the time they occurred, the people involved, and the consequences of these activities (Patton, 2002). This particular type of data has provided assistance and guidance on which future decisions about the program can be made. As a participant observer gathering qualitative data, going into the field included personal contact and engagement with the sample under study. In order to understand the human interactions taking place in the setting, and gather insights from these I actively participated and got to know the people involved through meaningful relationships.

These meaningful relationships occurred over time and on various levels. My colleague Andrew and I coordinated CHARM together and developed a relationship as we had to work through our differences while simultaneously supporting both the undergraduate mentors and the CHARM kids. Meaningful relationship with the undergraduate students developed intentionally as we met inside the academic setting to plan for CHARM, and outside to grow closer as a community that supported one another. Lastly, I developed meaningful relationships with the CHARM kids over

time as I was a consistent and reliable face to them that was clear on expectations and boundaries and was transparent that the reason I was there was because I cared about them regardless of anything else.

Andrew and I also paired each undergraduate mentor with a CHARM kid after meeting them based on the strengths of the mentors and needs of the CHARM students.

Fieldwork Observations

For this project, all observations took place weekly during the time allotted for the program. These types of data were extremely relevant as it allowed for better understanding of the complexities of the context being observed, with no preconceived thoughts of what it may be like. Observation also allowed for insights of occurrences within the program that participants would not share in an interview. This is appropriate with the specified population as anxiety in social settings was extremely present among the group, and sharing insights in an interview may not be a comfortable setting for all participants.

As the researcher I was part participant, part observer. The extent of participation and observation changed over time, as the program progressed. As a participant observer, the participation role was as a facilitator of the program alongside the university students who took the lead. This role involved interaction with the participants on the day of the program, but primarily in the planning process with the group of students who led the program. The amount of participation and observation in this setting was not consistent over time.

As a participant observer, I took an insider perspective since I knew the group and was a part of the group from the first day the program ran. However this was only an emic perspective to the extent of the program as the participants remained as a group in their classes outside of the program, continuing their social interactions in a place where I did not observe.

My research was in the middle of the spectrum of a solo/team effort and a collaborative approach. The participants played a role in designing certain aspects of the program, and the undergraduate students actually designed it. All research done was overt. The research was long-term, for the duration of the program. Lastly, the ethnographic evaluation is holistic in nature focusing on the more broad and general aspects of the program.

In taking the above approaches in observation there were challenges. One challenge was my role as participant/observer/insider in the group. This was particularly challenging for me to step back and become more of an observer, as my natural tendency was to take over as a facilitator and become fully immersed. However, the flexibility in my role was also an advantage in collecting these observations as I could change my role as I notice different aspects that I wanted to observe more or participate in more fully. Also my leadership role in running the program was a shared one. This was extremely helpful during actual data collection stages of the research. Since the leadership was shared, stepping back and passing off the leadership entirely for periods of time was made possible.

Document Analysis

During the program, the participants kept physical activity journal logs as well as reflective journal entries. Participants were aware of the research being conducted before recording in their journals. I used these documents in the analysis process as another way of gaining perspective on what the program has meant to them. This was beneficial to have in addition to the interviews, as they may have felt more comfortable expressing themselves in a journal since this could have been done not only through answering questions in writing but also through pictures, poems, and other forms of creative expression they may have wanted to use. Undergraduate student leaders, and myself also kept reflective ongoing journals over the time the program was running and these were analyzed upon consent from participants after their grades were submitted.

Interviews

For the interview component of my research I used a standardized open-ended interview style. Respondents answered the same questions that were formatted in an open-ended manner. As a researcher with no experience interviewing, the standardized format was straightforward, and allowed for comparisons between participants interviewed. For a complete list of questions see Appendix B.

Data Analysis

Michael Quinn Patton stated it nicely when he said, “the human factor is the greatest strength and the fundamental weakness of qualitative inquiry and analysis- a

scientific two edged sword” (p. 433). With this we are left with “no formulas for determining significance.” (p. 433). Since analysis is guided by purpose, and the purpose of this research was to conduct a critical ethnographic program evaluation through an in-depth case analysis, data analysis was layered and recursive, beginning inductively.

I began analyzing the data by organizing the collected data into four different cohorts: my journals (fieldwork observations), document (interview/journal) feedback from CHARM kids, interview feedback from teachers, document (interview/journal) feedback from student leaders. I labeled the four cohorts with the following: CHARM kids as “K,” student mentors as “S,” teachers as “T,” and my journal as “F.” Within the four cohorts there are multiple cases as each interview, or journal first needed to be treated as its own case.

Interviews

The first step in the analysis was to do a literal read; this was a first level reduction during which I read the data and retained powerful instances. I did this by using a read and jot system. This system involved colour coding the interview with each powerful instance as either data that would provide insight to the research questions, or as other salient data. The colour coding was done with predominantly two colours; one for each research question. Words, phrases, or entire responses were highlighted if the answer to the interview question was a smaller part to answering the two research questions. For example, Si2 answered that she felt a bit nervous every Thursday morning going into the program. This response would be highlighted in

connection with research question number one as it begins to answer how CHARM is experienced across the various levels of participation. Next, still analyzing the same interview was the second level analysis where I underlined and recorded idiomatic expressions/revelatory phrases/language & or keywords. Then, I completed another second level analysis where I recorded the existential categories of people, places, objects, and happenings in chart format. Once I completed the first level, and both second level reductions, I wrote a summary page including a paragraph for the first two levels, and a chart containing the existential categories. I applied this process to each interview within the cohorts. After I analyzed all interviews within the cohort, I wrote a within cohort across case two page summary for K, then S, and lastly T.

Next, while still analyzing the interviews, I chose between five and ten key questions relating directly to the research questions and put them into chart format with each participant's responses also in the chart. This made for easy comparison among critical questions, and also allowed me to use the chart as a part of each within cohort, across-case summary.

Journals

After I completed analysis of all interviews, I then analyzed the journals of the student mentors. I separated the journals into two parts; the actual journal, and the journal analysis. I read through the actual journals once. During this read I retained any data that would be categorized as a strength, weakness, opportunity, or threat (research question two). I recorded this as either "S," "W," "O," or "T." I did not code research question number one separately, as participant's different experiences

of CHARM (depending on the experience) were recorded as S, W, O, or T. During this read, I recorded revelatory phrases/expressions. I converted both “SWOT,” and the revelatory phrases/expressions into a summary page for each case, with space for any other comments that may have stood out as beneficial to the project.

The second part of analyzing the individual student mentor journals was the journal analysis. Since the journal analysis had guidelines, as it was a course assignment, all journal analyses had similar headings. I organized each journal analysis across the student mentor cohort by the various headings. In doing this, I summarized key points, keeping some revelatory phrases, or common phrases used by the student mentors in quotations.

Next were the CHARM kids (K) journals. These journals were much shorter than I had expected. For that reason, I typed up each journal (all entries) into an across-case chart. I underlined common phrases for each question where they could be found.

Lastly was my journal (F). I read through coding for both research questions, and highlighting salient information. I wrote a summary page on this journal, and added a journal entry on the entire data analysis process.

Summaries

In order to write each summary (within cohort, and across cohort,) I analyzed the data inductively looking for patterns, connections and clusters. This process included constant comparison, looking closely at how different cases help articulate the others. After completing all data analysis, I created a brief and informal list of

recurring themes, and made notes on both research questions.

The analysis was holistic, as the evaluation of the program, the greater case, cannot simply be reduced to the smaller cases within. Through analysis, I took into consideration that such an evaluation is context sensitive and focused more on possible transferability. Lastly, throughout the entire process of the analysis, it was my own voice and perspective based on the fact the data was reduced into what I perceived as salient and important to keep to answer research questions one and two.

Participants

The purposeful sample used was the program CHARM and the participants within it, their undergraduate student facilitators, their teachers, and myself. Five out of a possible eight CHARM kids handed in completed consent forms and chose to participate in the research. All of the kids from the participating agency were given the opportunity to participate. The CHARM kids who did participate were from 13-18 years in age and had been in the alternative education setting anywhere between 2 months and 3 years. Five student mentors chose to participate. Three of the five were in their 4th year in the Physical Education program, and two were from programs outside of physical education. Only four student mentor journals were available as data, as one of the students opted to only have her interview data used for the project. All other students had both interview and journal data. All three possible teachers consented to be interviewed.

The program itself was a purposeful case and was selected for its richness in information within the topic of interest. Since generalization was not the goal of this

work, as transferability was the focus, the population being studied was chosen for the depth in meaningful data that could be collected and analyzed. Within purposeful sampling there are different strategies used to purposefully select cases (Patton, 2002). The first strategy I used was stratified typical case sampling. Typical case sampling is particularly useful when a program that the reader may not be familiar with is being described (Patton, 2002). Typical cases are selected and throughout the research process are described. The second strategy I used was maximum variation sampling, which is a strategy where central themes are captured and described across a variety of cases (Patton, 2002). The sample I selected had diversity across participants, which generated findings of both unique detailed descriptions of individual cases, and important themes across individual cases.

Chapter IV-Findings

Recurring Themes From Analysis

After completion of data analysis, the following six themes stood out; 1. The structure of CHARM is good and necessary on all levels. 2. Goal setting is a key aspect of CHARM. 3. Meaningful relationships make CHARM meaningful. 4. Roles did not work the way they were implemented in the second year of CHARM, term one. 5. The kids aren't really that "bad." 6. While it takes up only a fraction of the time in the morning on Thursdays, SNAP is very meaningful to the CHARM kids. Findings in no way are limited to these themes. One theme that was not as prominent and recurring was the lack of discussion of TPSR in the journals and

interviews of the CHARM kids, This was not included as a theme since there were no direct consistent questions in the interviews or journals on this subject (future inquiry should include this as a theme). Another theme not included was that of unpreparedness of the undergraduate students from other undergraduate courses. This was not consistent across all of the students, and was not included as a separate section since the Handbook addresses issues such as training and interview protocol that would naturally address the issue of unpreparedness. The theme however is still briefly discussed as a part of the Handbook section in the findings (see Section V). The following five sections address the first six themes by cohort and type of data, and include other findings that do not fall into one of the six overarching themes.

Throughout the rest of the document, when referring to an individual participant I will always use the pronoun she. All participants, regardless of actual gender will be “she” since as the author, I am a she.

Section I- CHARM Kids Cohort “K”

Interviews

In four of the five K interviews, SNAP came across as an overwhelmingly meaningful aspect of the kids’ experience at CHARM. The phrase “*helping kids*” was used over and over again, and if it wasn’t used, the idea of playing with kids was mentioned. Beyond the idea of helping kids at SNAP, for some, SNAP was also a way to prevent bullying, a time to teach kids, a place to encourage kids, and was a way to help kids with disabilities. One interviewee took this even

further and saw SNAP as an experience that could lead to getting a job as a babysitter. The fifth CHARM Kid participant said that he *“never did anything in SNAP.”*

As for the rest of the CHARM activities on a typical morning, the rowing centre was a place mentioned very occasionally during the interviews. The ideas of working out, setting goals, or recording workouts in journals was never brought up when the rowing centre was mentioned. This is likely because goal setting was never made into a fun activity for the kids. The goal sheet used may have been too complex. I also did not ask any direct questions about it, and it was a weaker part of our program that was not facilitated well. The boardroom reflection time was also never mentioned other than the snack part of the program that took place there.

On two occasions I brought up the big words (respect and responsibility) we emphasized from TPSR. These two cases were with students who were already quite open to sharing their thoughts. When asked, both applied the words respect and responsibility. One of the students used the following story to show how they had shown respect for others and self-control at SNAP. *“Last year Mark, and ahhh...Jonny were, Mark was wanting to beat the sh----....to beat Jimmy up hahah. And I told Dougie to walk away.”* Other interviewees in this cohort never mentioned it.

In terms of the language used, going into the interviews I believed my questions were straightforward, based on having worked directly with these participants for over two years. However, without fail, in all interviews with the

kids there was at least one time a question was misinterpreted or poorly communicated and was not comprehended. Two questions where this occurred more frequently and consistently than others were “if I were to follow you and the other CHARM participants around the rowing centre what would I hear?” and “now is there a question that you wished I had asked you?” In some cases this led to a moment of humour where the CHARM kids responded with “*what kind of a question is that...haha?*” (K5) Along with comprehension and communication challenges, there were many one word answers, head shakes, and shoulder shrugs, as well as “*I dunno.*” This was a trend with especially K1, K2, and K5.

When asked to describe CHARM, two of the five said fun/games/food, while the other three answered with some connection to SNAP. One participant went on to let me know that CHARM is actually “the best thing the school’s ever came up with.” (K3) There were no negative comments mentioned with regards to CHARM other than a specific story of when energy drinks were taken away from the participants and dumped, as they were not allowed to have them.

The last noted theme from the interviews was the idea of relationship. Many of the students mentioned their partner, or Andrew, or were curious as to who would be there the next semester working with them. The following is a story from an interview displaying the positive impact the mentor-student relationship had on one of the CHARM kids:

“Yeah, like Andrew the one day, the one day I just came over there I was pissed off at Mark and I almost punched him in his face and Andrew pulled me out and he says to me he says, and he knows I’ve

had problems, yeah, not getting into that but ahh. Haha, but yeah, so he says to me, he says "it takes a bigger man to walk away than it does to fight." And I realized that it's totally true, but if he wouldn't have said that I would have knocked Mark out."

When asked about the 4P02 student mentors the words they used were encouraging or helpful.

Journals

When going through the journal entries of the five CHARM participants, the statements in the chart below are what stood out to me. These are direct quotes from their journal that all refer to the CHARM kids' interaction with the SNAP kids. The quotes are copied exactly as written to further bring to life the comments made and feelings shared. It is important when reading the quotes below to keep in mind that many of these students, while technically in grades 7-12, have reading and writing skills much below any minimum standards expected in mainstream classes. Unfortunately, the students did not write down the date of entry as they were supposed to, and they did not record the question to which their answer corresponds. The following is strictly the answers that deal with SNAP. These entries occurred on different days, in response to different questions.

Charm Participant (k#)	K1	K2	K3	K4	K5

Taken from journal	-By helping all the little kids so they don't get hurt -Not to throw the ball at the kids	-Showing them to play.	-I would play soccer with the kids and teach them how -Start to put more effort into SNAP -Worked with the kids, we played with the go cart and basketball	-I will work with the kid. I will be, I will be patient -I felt good today and I had a great time and playing volleyball at SNAP -I helped a boy in SNAP today by pulling him around in the scooter -It felt good to say good job to the SNAP kids. I like having the SNAP kids at baseball soccer	-I am going to help an of the kids -Show the kids how to play the game, show the rules of the game
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The boardroom time (time when the journal entries were done) is used as a group and self-reflection time. When asked to write about respect (either being respectful, or choosing not to be respectful) all participants gave an answer. Two of the five wrote about being disrespectful that day, and three of the five wrote about being respectful that day.

The journal is separated into different parts that include a sheet to record fitness goals and track progress, a sheet explaining how to properly carry out different exercises in the gym, as well as a notebook for personal journaling. All inserts can be found in the CHARM Handbook. The first part is a goal sheet to be filled out daily. On the goal sheet there is also a workout-tracking chart to keep track of any exercise done that morning. Of all five participants, four had only one sheet entirely or partially filled out and the fifth participant had two goal sheets completed. This means that only one or two sheets were used since the beginning of the academic year. Goal setting is an important part of the CHARM program; therefore, this finding will be discussed in more detail in the next

chapter.

Section II- PEKN 4P02 Student Mentors (S)

Interviews

According to my interpretation of the interviews, CHARM was a negative experience for one of the five students interviewed (S4). S4 was one of two students who were not Physical Education students, and was the only person who said she is “not a physically active person.” This was one reason for the negative experience as S4 expressed how challenging the physical aspects of the program were for her to both participate in and facilitate. Other reasons are explained in the Findings section “Outlier.”

In discussing feelings of preparedness from other undergraduate courses to run CHARM, two of five did not feel prepared, two of five felt somewhat prepared, and one participant gave an example of what had prepared her for the experience. As for their experience going into Thursday mornings, over time, there were more and more feelings of comfort in the setting, except for S4, who hated the experience entirely. This will be discussed in chapter 5.

All students had specific feedback on the time spent planning, and how roles were utilized in this time as well as the implementation of the program on Thursday mornings. Specifically two of the five participants would have liked to see roles established immediately, or at least to have more guidance at the beginning. One participant specifically suggested that the program coordinators delegate more specifically who does what. It was noted that meetings were much

shorter near the end of the term, and participants felt that this was because it took too much time near the beginning to establish the roles. Some of the roles that were assigned were team leader, note-taker, and timekeeper. Two of the five participants felt the roles did not work in general. One of them *“thought those planning roles were quite silly in that they did not take effect”*. However, when asked for a different solution they stated that the roles needed to be changed, one participant saying they were “too in depth.” The following is an example of the frustration seen by a participant in respect to roles:

“Mhmm, umm see I found with planning kind of, yes we had specific roles but unless you were the team leader or the central negative, you didn’t really do anything after that. Like people who were just the social-emotional supporter or whatever role that was. I found that they just...it didn’t matter who was that role because I didn’t really see it played out. “

Another issue during planning time was that of passivity. Three of the five participants mentioned frustrations of others in the group not contributing to the planning session; *“I felt a lot of times it would have been better if other people were more have spoken though. Like sometimes I got sick of saying things and I was like, I just have to say something cause it’s so awkwardly quiet and no one is saying anything...”* Interestingly enough, one of the five participants acknowledged her passivity in meetings as a personality trait that she is aware of; *“but like being the leader obviously I don’t know it’s like hard for me and like just I don’t know, everybody has some great ideas and I usually sit back and am the quieter one.”*

The three frustrated participants offered suggestions of having everyone arrive at each meeting with a minimum of two ideas of something to do, or just something! A second idea was to delegate someone each week as the person who comes up with ideas of what to do. Lastly, the idea of having attendance at planning meetings as a part of their mark was suggested.

Meaningful findings on the students' experiences at CHARM came up randomly throughout the interviews. In contrast to the CHARM kids' interviews, there was very little mention of the SNAP program. One of the participants did go into detail about the challenges she faced by including SNAP as a part of the CHARM routine each week:

"Stands out as a challenging time? Haha. Umm, SNAP. SNAP was like...I hated going to SNAP, it was so hard and just yeah got to the point where you know his behavior was like...going to hurt somebody. So, am I allowed to say his name? Oh, k yeah Tim's behavior, yeah, so I found SNAP very very frustrating and challenging every time we went, you know trying, cause SNAP I think is good to embed the TPSR, in teaching the responsibility and stuff, but there was like no getting through him, get him to do anything there, so I would have to say SNAP...every week".

In general, the weekly routines were seen as effective. Four of the five participants shared stories of highlights in the program that involved working with their partner. The same four participants highlighted the CHARM experience as a meaningful one. Lastly, an idea that came up through different interviews, in different ways was the surprise from the student mentors that these kids they are working with each week really aren't that "bad." One student specifically explained how they *"kind of went in with a kind of this pre-notion of I*

kind of really expected these students to be really bad."

Journals

Since there were only four student journals available for analysis, and slight consistency was found across the four, I have summarized them individually.

The first journal I analyzed (S1) had very little personal reflection in comparison to the other three. This journal was filled with commentary on the weekly events, highlighting some of the more significant occurrences during the semester. S1's journal also contained no reflections or comments about group planning time/roles. My interpretation of this participants' experience of CHARM from the journal is that it was at times uncomfortable and especially challenging because of a lack of ideas of what to do. When games/activities were structured and planned, they were reflected upon as a huge highlight. However, when SNAP or less structured time was discussed, this brought about feelings of fear, anxiety, and being overwhelmed. A revelatory phrase that portrays this finding is S1's reflection on a particular day; *"today was a good day because we were able to find activities that X and Y enjoyed."* Later on in the journal, a different phrase showing the same finding was that S1 found it *"scary not knowing what to do."* This finding reveals the comfort found by the undergraduate students in having structure and planning in place, regardless of how tedious the meetings may have been. However, the novel setting of CHARM for this participant could have brought about brand new experiences of having to make quick decisions, and coming up with ideas spur of the moment. Both are

possible and will be further discussed in the next section.

A major finding I noted when analyzing S2's journal was that S2 was an incredible strength of the program CHARM during the fall term of 2011. Her personal insights reveal ideas to consider, strengths and weaknesses of the program, but also an individual who was fully invested in the ideas and values of CHARM. S2 was *"constantly thinking ahead now to make sure what we're doing and the environment will be comfortable for X to participate in."* During the first term there was a significant event that occurred with a student where EMS had to be called to Brock during a CHARM morning. The vulnerability and risk in the situation were extremely high and had it not been handled as it was (in S2's hands), it could have been a major, and even program ending threat. Throughout the journal, there was a theme of excitement for the small accomplishments of the CHARM participants, and a desire to make this program as beneficial as possible for them. Overall, the experience of CHARM for S2 ended up being a powerful one, with many challenges. As a result of the already mentioned significant medical situation, S2 was left with feelings of anxiety that carried on throughout the semester *"because it's hard to say what is going to happen."* This specific journal gave light to the need for potential CHARM training, and specific emergency protocol/procedures being put into place. This issue is addressed in the 2012 CHARM Handbook (Appendix E.)

S4 is an outlier in most of the data, and especially the journal/journal analysis. The journal as a whole was very cynical and negative. The journal had very little focus on kids, and focused primarily on the poor structure and

leadership of CHARM. S4 believed that as leaders of CHARM, Andrew and myself were “*asking too much*,” and that CHARM had “*too much sports talk*.” There is one specific revelatory phrase that is a key finding that would cause me to interpret this particular participant as a threat to the program. In writing about the boys, S4 states “*they must be aware on some level, either consciously or subconsciously that once the program finishes we will be gone and they will be forgotten*.” Following this in the journal, the participant states overtly that there was a point near the beginning of the term where she (S4) chose to become passive aggressive in reaction to how the program was being run. This case will be discussed further in the next section. However, the overall finding from this journal is that the attitude taken by this participant towards the program is one that needs to be guarded against, and gives light to the idea of interviewing undergraduate students before they can enroll in CHARM as a part of their undergraduate degree.

Finally, S5 had many statements that support the main themes found in the data analysis. The planning time put into CHARM was valued, and this participant believed it was because of this time that CHARM ran so well. Her opinion of the planning was that it was a strength and it was because of planning that “*the program can continue to run smoothly even when something unplanned happens*.” Secondly, for this participant, CHARM was a learning experience. Not only did S5 go out of her way to learn more about why some of the kids may be showing certain behaviors, but she had a perspective change on at-risk youth; “*I don’t see anything in him that should classify him as ‘at-risk.’ Instead, I see a really*

intelligent, polite, and caring kid.” Lastly, CHARM was challenging for S5. There was a theme throughout S5 of being frustrated or feeling like the situation was out of control. This finding will lead to further discussion in the next section on how these challenges in the end are strengths of the program.

Section III- Teachers (T)

Interviews

Teacher interview findings can be divided into key themes of access/accessibility, structure, and opportunity.

The words access or accessibility were used by all three of the teachers during their interviews in the context of their classes at their current locations. All three teachers noted they lacked access to resources that could benefit them in supporting their students through physical education. None of the teachers have access to an on-site gymnasium, or very much physical education equipment on-site, and made it clear that their programs would benefit from these. The NTEC site had access to a basketball net and some basketballs, as well as some indoor exercise equipment. Unfortunately they could not use the indoor equipment, as their facility had no open space whatsoever. The teacher from the hospital had no on site equipment and went off-site for everything.

As a result of this accessibility, the teachers all verbalized how CHARM was filling a gap in their programs that was there because of accessibility issues; *“we didn’t always have access to something like Brock. And we’ve had to take students in the past to gyms and try to have a program that’s kind of*

long-term geared. The structure of CHARM was a huge strength in their opinion, as they have seen how the class was run before CHARM started. From their perspective, CHARM now has direction and purpose. All three of the teachers also mentioned the idea of goal setting as a major part of the CHARM program. This will be further discussed, as it was an objective of CHARM from my perspective. However, goal setting actually happened very little throughout the program. This was something that both myself and the other coordinator of CHARM assumed was happening all semester long, and did not realize the inconsistency of completing the journal sheets weekly until analyzing data for this project.

Lastly, the teachers were consistent in mentioning different parts of the program, and the program as a whole as a presentation of opportunity. Along with this is the idea of exposure to new activities that the kids would generally not have. While the students do not always choose to take the opportunity we present them with, by presenting them, a service they would not otherwise receive has been given. When telling others about the program, one of the teachers explained to me how she speaks *“really highly of it because I think it’s a really great opportunity for the kids to have exposure to different things, because [she] knows the families that [she] deals with most of the kids don’t have the opportunities”*. The opportunities with which they are presented are strengths of this program, as we have been so generously given access to many of Brock’s recreation services at little or no cost. This access on our side is not a commitment from Brock, rather a year-to-year basis where we may be granted

access based on availability. While currently this is a strength, it can also be presented as a threat to CHARM as its future is very uncertain.

Section IV- Carrie (F)

Journal

During the first semester that CHARM was implemented, there were four major findings from my journal. The first one was the lack of consistently keeping a journal during this term. The journal was short, and lacked detail. The second was a theme of Thursday mornings having very little structure in the way that they ran each week. The third finding from semester one is the amount of critique throughout, both generally and specifically all parts of the program. Lastly was the presence of group work issues with the PEKN 4P02 class from Day 1.

The second semester brought about a change in the journal as I had sat through a lecture on how to keep a journal so that it would be most useful in analysis. As I learned the method, the journal content focused more on the daily happenings and issues that arose on program mornings and how they were dealt with. Over the term, I developed a more positive perspective on the program. However, there were still lots of challenges with different PEKN student mentors.

The overarching theme of semester three is a huge problem in scheduling/timing/structure. Time was being used ineffectively during planning meetings and during CHARM, causing a disorganized feel on many mornings.

On October 13, 2011, I was “*imagining more consistency of schedule from week to week.*” This journal again is coming through a critical eye as noted on October 20, 2011: “the program goes well but I feel as though I am consistently frustrated with people.”

A theme from semester three and four is all about reflection. There was lots of thinking ahead to bigger issues like sustainability. In reading through my journal from October 14, 2011 the following excerpt led to the final finding (The Handbook) in the next section.

“I wonder over and over again, how can we make this a sustainable program. I think for me others need to know what I do and take it over. I think we need to set a more consistent schedule that is only slightly altered weekly. A roadblock to this is that we do not always have the same spaces available to us, and our program planning needs to be done accordingly.”

Over the course of the third and fourth semesters, throughout the journal it is obvious that a weekly program structure slowly came together, and that roles started to work. This happened over time, and with many hiccups, but it happened.

Section V- The Handbook

This finding is primarily an emotional response to reading through my personal journals since September 2011. As I read my journal through the lens of a researcher, for the purpose of data analysis, I felt completely unsettled. I questioned: what was I looking for? I, the researcher, already knew most of the issues that I was reading about. I continued to question: what the point of this

was? It hit me; I knew the issues, but no one else did, and I won't be here next year. The biggest threat to this program is that all of the knowledge I've gained from trial and error, that is now recorded in my journal, and the knowledge gained through participant journals and interviews will become a dusty thesis on a shelf. It was a clear finding that there needed to be a simple, straightforward document to pass onto the next CHARM coordinators. This document needed to equip the next coordinators to step in where we've left off, and build on the program.

Through data analysis of the undergraduate student journals, I found many other reasons why such a document would be beneficial. One of the undergraduate students shares their emotional response to an emergency situation that arose at CHARM:

"Overall I have major mixed feeling about this week's session. The activity part went so well and everyone enjoyed it, however the aftermath was absolutely terrifying and awful to deal with for everyone involved. I think that knowing health conditions of the kids we're working with is very important so that we can be more prepared for situations such as the one that happened this week. It would be something I would seriously consider looking to change in the future in order to prepare for, or avoid emergencies such as this one."

This particular situation speaks to the importance of training before the program for the undergraduate students involved, preparedness, and our emergency protocols; all issues covered in the handbook.

One of the questions asked in the interviews of the undergraduate students was whether or not they felt prepared heading into CHARM each

morning. The following response demonstrates some of the benefits of routine/scheduling: *"Yeah for the most part except for a couple of days when things came up. But even those days ended up running smoothly. It was good that we followed the same like format kind of every week. Or routine I guess, so yeah, I felt pretty prepared going in every week."*

The weekly schedule is something that took us two years of trial and error to finally arrive at something that we felt worked (not perfect, but worked.) Being able to pass this on means that a future coordinator could really focus on refining the program. The base work has been done, now it can be polished and improved.

Without this document, how can CHARM be improved? Without this document, someone stepping in will have to learn what has taken us two years to learn. With this document, new research within CHARM can help the program grow into something even better. The hope of the 2012 CHARM Handbook is that it will be a valuable resource to protect CHARM, to provide new opportunities, to share its current strengths and weaknesses and to deal with the current threat to the program of sustainability. The handbook can be found in its entirety in Appendix E.,

Chapter V -Discussion & Recommendations

When conducting research on a program, outcome inquiries are typically a key focus. Naturally, we're curious to know if the program is successful. How

successful is it? Does it work? How can I prove that it is a worthwhile program? Hutson (2011) makes a call in the literature to experiential program researchers to shift focus from success and worth of programs, to further inquiry of catalysts and tensions that reveal themselves through research. In doing this, he suggests looking at perspectives, and experiences of participants, through further exploration of phenomena within programs, to name a few, as these are what lead us to deeper, meaningful understanding of what effective processes are within programs (Hutson, 2011). In conducting my data analysis, I came across many catalysts and tensions that beg for further inquiry, and eventually lead to future recommendations. First, I will discuss the following six topics: program structure, goal setting, meaningful relationships, roles, “the kids aren’t that bad,” and SNAP. Next, I will discuss the outlier from the student cohort. Following this will be a short discussion of the 2012 CHARM handbook. Lastly, I will summarize the discussion with some future recommendations.

Program Structure

While Hellison makes it clear to his readers and fellow users of the TPSR model that what he presents is merely a set of ideas, at CHARM it has provided us with an incredible base on which our program structure has come to rest (Hellison, 2003). In his 2011 book titled, *Teaching Personal and Social Responsibility Through Physical Activity*, Hellison takes an entire chapter to lay out the suggested daily program format. The TPSR book mentioned above was also the required textbook for the PEKN 4P02 undergraduate students for the

second year of CHARM (during which data for this project was collected). While at CHARM we were not able to follow the suggested format exactly; it was the backbone of the structure, and a reference point to which we turned throughout various decision making processes. To bring light to this theme, I will firstly discuss the issue from various perspectives (teachers, students and myself,) and secondly I will discuss the issue of facility usage and how it relates to this theme.

As noted by two of the three teachers in their interviews, they observed a positive structural change when CHARM was implemented in comparison to the program previously in place for their students. As a program facilitator, I observed that as the program structure and format became more concrete and consistent from week to week, there was an obvious decrease in the amount of time that needed to be invested in planning each week. While program structure came through as a strength of the program from different data sources (student interviews and journals, teacher interviews, and facilitator journal,) this occurred with the use of many different recreational facilities at Brock University.

Over the past two years of CHARM, there has been different spaces on-campus available to us. The program originally was based in the dance studio, during which time we had little to no weekly access to a gymnasium. For one term we had to change from using our usual boardroom space to a room further away, which changed the daily timing of the program. In the last two terms, the dance studio at Brock was unavailable during the time we needed it, and we were able to gain access to Gym 4. Having access to this gym allowed for us to

follow the TPSR Daily Program Format as suggested by Hellison (Hellison, 2011.) While our unstable access to resources has taught us many lessons in flexibility, it is indeed a threat to the program. The program brings no income, or even advertisement to Recreation Services at Brock, and they are doing us a favor in generously booking us into their facility spaces on a weekly basis. Unfortunately we cannot count on this from year to year, however, running a strong program depends on it. From the findings it is clear that the program structure is a strength, however, our uncertainty of access to resources presents as a threat to CHARM in future years.

Goal Setting

As mentioned in Section 1 of the findings, the kid's journal is split up into different parts. The first part is a goal sheet to be filled out daily (See 2012 CHARM Handbook, Appendix B), On the goal sheet there is also a workout-tracking chart to keep track of any exercise completed that morning. Of the five participants, four had only one sheet entirely or partially filled out and the fifth participant had two goal sheets complete. This means that only one or two were used since the beginning of the academic year in September. Within these two goal sheets, no consistency amongst participants could be seen. Goal setting is an important part of the CHARM program, and was one of the main aspects of CHARM that the teachers mentioned as a strength in their interviews. We know that sport by itself will not build positive youth development (Papacharsis et al. 2005). There is nothing miraculous that will come from planning straight

physical activity programming for youth, however, when paired with an experience that is facilitated with the purpose of developing life skills, that is when we might see positive youth development (Papacharsis et al., 2005.) Instruction and guidance in goal setting in a sports context has shown positive changes in participants' perceptions on their own ability to achieve their goals (Papacharsis et al., 2005). The goal setting program studied by Papacharsis et al., (2005), also found that participants who went through their goal-setting program had increased positive thinking after the study. This brings us to CHARM, and highlights both a weakness of the program, but at the same time provides us with an opportunity. The undergraduate mentors or the facilitators did not follow through with goal setting, even when all the necessary resources were present. In the future, having coordinators be more diligent in setting aside time to review goals each week, and intentionally create teaching time to support participants in creating achievable goals would hopefully eliminate these issues. Also having the coordinators provide feedback throughout the term on the journal would not only create accountability but would also show the participants another way we are supporting them. Based on the findings mentioned above, and in the literature review, this is an area where CHARM has definite room for improving. As this is a program where learning is facilitated on many different levels, perhaps goal setting should not only be encouraged for the CHARM kid participants, but the student mentors and facilitators as well. Having this implemented on all levels would be a true step forwards towards applying TPSR for all people involved in CHARM.

Meaningful Relationships

While CHARM is not labeled as a mentoring program, the structure is such that the youth are paired with a young adult from the university setting for an entire term to allow for a potential mentoring situation to occur on its own. The week-to-week consistency with pairings has not always been present, however, the idea of a relational program has always been valued and a goal of CHARM as we move forward. Through both interviews and journals of the CHARM kids and the 4P02 students, it appears that a primary reason that CHARM was meaningful was due to these relationships.

When undergraduate students were asked who five significant people were in their experience, all of them had at least one of them as their partner. Many of the stories from the undergraduates were highlights of times with their partners. While not verbalized with quite the same power in relationship, the CHARM kids always had a peaked curiosity about their partners, and the Brock students, and without a doubt they valued these relationships. This section of the discussion will focus on the positive aspect of relationships, however, in the outlier section there will be discussion on how this is not always the case.

Existential categories of people, places, objects and happenings were used in the second level analysis. An example of the significance of using this is within the “people” category and supports the findings that meaningful relationships make CHARM meaningful. The only mentor to be mentioned by more than one of the CHARM kids was Andrew. One of the kids had obviously developed a

relationship with Andrew. During our interview he said *"I'm gonna miss Andrew man, that guy was awesome."*

Mentorship with this population is becoming recognized as its own preventive intervention (de Anda, 2001). In some cases studied through mentorship programs, youth have made both social and emotional sizeable developmental change facilitated through strong mentorship bonds (de Anda, 2001). The positive changes varied between cases from planning choices in education, to communication skills, and in some cases participants reported feeling a new sense of self-assurance (de Anda, 2001). In studying four cases of mentorship with at-risk youth, the aforementioned positive results were found, however, this was not without suggestions to the program coordinators on boundaries and requirements to establishing these relationships (de Anda, 2001.) It was suggested that the following critical tasks be completed before such a relationship is even encouraged: screening volunteers, orientation/education setting for volunteers, coordinator forms relationship with both volunteer and youth beforehand to ensure a well suited match, coordinator is available as trouble shooter and resource, coordinator is available to support volunteer with planning new activities, and there is an evaluation component in place using both qualitative and quantitative methods for the participants regarding the program (de Anda, 2001).

While CHARM has many of these in place, the first, and possibly most important one has not yet been introduced. The idea of screening, or even having student mentors go through an interview process could add great

strength to the program, and ensure that to begin with, the student mentor sees the value in developing a healthy relationship.

Keating et al., (2002) conducted a six-month mentoring program focused on youth labeled at-risk for juvenile delinquency or mental illness. Positive influences were again reported with the most significant result being lower problem behaviors in the school setting. Interestingly enough, the positive reports came mostly from parents and teachers, and not the youth themselves. Slightly over half of the youth in the intervention group reported their mentor as a supportive person to them (Keating et al., 2002). In the interview setting, the CHARM kids rarely mentioned the name of the mentor, however whenever they talked about a “Brock student,” the comments were always positive. The relationships for many participants of CHARM were meaningful; this is a strength of the program, but also an opportunity to continue structuring the program in a way to facilitate these relationships.

Roles

From the findings (facilitator journal, student mentor journals, and student mentor interviews), it was determined that the idea of taking on a role each week was not positively accepted. As mentioned in Section II, Lanigan (2007) presents a small group process model on effective work in a group setting making suggestions with regards to size, roles, leadership, and management. Lanigan (2007) divides the roles in a group to primary and secondary, having five of each-with an

optimal size of 5 members, each taking on both a primary and secondary task. There are roles within the group that need to be fulfilled (task leader and central negative) in order to have a successful group, however the social-emotional leader, tension releaser, and information provider are still necessary to avoid dysfunction within the group (Lanigan, 2007). This information was presented to the undergraduate students at the beginning of their term, and roles were then discussed within the context of CHARM. As an entire group, the components of each of the roles was decided, having the role carry over from the planning day for CHARM until the CHARM morning. Reflections on the success of these roles were primarily negative with issues of students not carrying out their role, or even arriving at meetings knowing their role, students absent entirely leaving a role not filled, students not fully understanding how to apply these various roles in CHARM. As data were being analyzed, it was clear that something needed to change, Andrew and I (both facilitators) decided to change the names of the above roles to team leader, games/skills, snack, equipment, and note-taker. This change, while not perfect, worked much better. Reading through my own journal (facilitator) and comparing the one term where we had the revised names of the roles, the amount of confusion, frustration and chaos between all facilitators appeared to be much less.

Also, introduced in the very last term of CHARM was Siedentop's (1994) Sports Education Model (SEM.) One feature that we've implemented at CHARM from this model has students taking on roles such as coach, captain, trainer, player, referee, and score keeper. The purpose of the SEM is to provide the students with rich sports experiences by implementing a student-centered curriculum (Presse, Block,

Horton, & Harvey, 2011.) In sport units such as speedball, quantitative results have shown an increase in student engagement when assigning such roles (Hastie, 1996.) Other notable results from Hastie's study using a speedball unit were an enjoyment from the students' perspective in taking on the roles, minimal levels of off-task behaviors, and a preference from the students of having student coaches instead of teachers instructing a lesson (Hastie, 1996.) The SEM has been successfully adapted for physical education setting for children with disabilities (Presse et al., 2011).

The undergraduate PEKN 4P02 students took a risk in using the SEM for the first time at CHARM, and see first-hand how well it worked. The original plan was to try it out for one week, however, the increase in engagement that we casually observed was too great to make the use of the SEM a one-time deal. Seeing this happen from a facilitator perspective is somewhat ironic as the role taking is occurring on various levels, and when well implemented seems to increase engagement in whatever the activity. Perhaps having the CHARM kids run sports using the SEM for the SNAP kids would evoke similar reactions? While this discussion has only scraped the surface of the issue of role taking in CHARM, it is a starting point from which future research can take-off. Examples of recommended future research are in section 6.2 of the 2012 CHARM Handbook.

"The Kids Aren't That Bad"

A fairly consistent finding across the 4P02 student mentors was their high anxiety levels going into the first morning of CHARM. This was due primarily to the novelty of the experience. However for many of them this was also due to

the unknowns around the behavior from the CHARM kids that they would be presented with. This change in perception, with such a program serving an underserved population, is not a foreign concept as others have seen similar attitude shifts (DeBusk & Hellison, 1989.) The discussion surrounding this idea is primarily highlighting the concept that this program is much more than a physical education program for the CHARM kids. It leads to perspective and attitude shifts on all levels, and in almost every case, a positive direction.

SNAP

The findings around SNAP stood out as one of the biggest strengths and opportunities that CHARM has. During our reflection times in the boardroom (both orally and in personal journals) the CHARM kids gave relatively little feedback with regards to SNAP. The chart in the findings contains the only SNAP related reflections from their journals. Additionally, SNAP was listed as an extremely challenging part of CHARM by the two student PEKN 4P02 mentors who themselves were strengths to the program. Some of the reasons SNAP is challenging include the distraction it can cause to the CHARM kids who just want to play on the equipment themselves, the noise levels for those students who have high anxiety levels in new situations especially, the unique structure of SNAP which leaves the majority of the programming freedom to the volunteers, and the fact that not all of the CHARM kids have even the slightest desire to interact with kids in the SNAP program. Over the past two years there have been many distinct times where I myself have questioned the value in CHARM versus

its challenges. Is it really worth the struggle?

Having the opportunity to work with the kids from SNAP is truly all encompassing of level five “transference outside of the gym.” While SNAP occurs in a gym, the idea of transferring the responsibility the kids are choosing to take, to a place outside of the context in which it was taught, is what level five is all about. Hammond-Diedrich, and Walsh (2006) investigated a TPSR Teacher Program where students from various TPSR programs were chosen to coach/teach younger students at a university-sponsored program. The results showed empowerment of the youth through new relationships, improved teaching skills and increased confidence levels (Hammond-Diedrich & Walsh, 2006). The findings from this research project show empowerment through the idea of helping other kids. While SNAP is challenging on all levels of facilitation, the findings have it as a strength and future opportunity to be protected regardless of the hurdles it presents. The following are revelatory phrases from CHARM kids that can serve as a reminder to CHARM facilitators of its value:

- *“Like teaching kids how to do stuff...like encouraging them to jump off the mat and try to catch the ball.”*
- *“Now that you’re working with the kids you could get a job as a babysitter.”*
- *“Cause everyone...everyone...everyone still got...everyone...all those kids are little kids, and they are like they see the older kids, you know what I mean? And like if you go...if an older kids goes and pushes that little kid off of something the little kid can’t do anything, but if we’re there we help them...”*
- *“You see these little kids like my little sister she get’s picked on all the time and I’m like the bigger brother but yeah, she was there and I had to like...me and Andrew helped her out and we were playing with her but like, the same day we seen a kid get picked on. You know what I mean? And like you see that, and I’m thinking in my mind CHARM, like, I’m gonna go and do something about that...And like I dunno...I can’t subscribe it....I can’t subscribe what I’m trying to say, but you have to see CHARM to know what it is.”*

- “[Responsibility] means being a good role model in front of the SNAP kids, or anybody.”
- Interviewer: “If your friend or someone close to you asked you to what CHARM was, how would you describe it?”
“I would tell them it’s like a volunteer. We would be helping out with the disability kids. You would be...you’re helping out with people and teach them things.”

SNAP only accounts for maximum thirty minutes of the program on Thursday mornings yet when asked to describe the program CHARM, the involvement in SNAP is what the definition revolves around for one of the students. If nothing else, these short quotes directly from the kids can serve as a reminder of the value of SNAP.

Outlier

Of the data collected from the student cohort (PEKN 4P02 students), one of the five participants was an outlier from both the journal and interview data collected. Right from the beginning, the participant believed that too much was being asked of her as a part of CHARM. Other issues in her mind were that CHARM had too much sports talk, the idea that both facilitators (Andrew and myself) were too young and disorganized to be doing this, and this participant enjoyed sitting back and watching what she believed to be chaos in the planning meetings and on CHARM mornings. In her interview, this participant recommended CHARM to other students saying that both facilitators will be gone by then, and that it will bump up their mark. The participant was a mature student, who described herself as “*not a physically active person*,” and questioned herself whether she was able to relate well with the CHARM students. The

examples of this data could go on, and can be found throughout the entirety of her data. The student participant who was partnered with this mentor was extremely independent and relied very little on the mentor for motivation to participate and take initiative in CHARM. The CHARM student mentioned the mentor once in his interview and remained very neutral, sharing no opinion about the individual.

The content in this interview and journal were both a surprise to me. Throughout the program I had no idea that she was upset with how it was being run and believed that she was being watched at all times. I had nothing written down specifically about her or any challenges in my fieldwork notes or reflective journaling (emotional responses).

The discussion surrounding this issue is how to protect the program from such people. This participant, and future participants with such attitudes and beliefs are threats to CHARM. The first recommendation in the recommendation section addresses this issue in a broad way, however leaves the question as to what will the criteria be for selecting persons to be involved with CHARM. Should it be a requirement that the person is physically active, or to what extent must the person value physical activity? Should participants be limited to participate from PEKN and RECL programs? Does the age of the student matter? Does the experience? While the outlier had very little positive impact on the program, we are left with a situation from which much can be learned and improved upon to make CHARM a program where positive growth occurs on all levels.

2012 CHARM Handbook

The 2012 CHARM Handbook itself is self-explanatory. The idea is that it in itself is a set of ideas based on two years of experience. The hope is also that the handbook can be modified based on what works best and future research, as CHARM continues to run. As I noted various strengths, weaknesses, opportunities and threats throughout the findings, this handbook takes those findings one step further. This handbook puts theory into action and facilitates a way to preserve the strengths within the program, to carry out the opportunities, to turn the weaknesses into strengths and protect CHARM from the threats. The handbook can be found in Appendix E.

Recommendations

The following are recommendations that stem from both the findings and the discussion:

1. Develop an interview/application/selection process for students who wish to have CHARM as their placement for PEKN 4P02.
2. Consider opening the above process to students in the Recreation and Leisure Department as the program is a type of therapeutic recreation, which is a strand of the Recreation and Leisure Department. This may take some form of advertisement to get the word out.
3. Once the group is selected, include a formal training session (some resources included in Handbook to facilitate this.)
4. Incorporate more of an Outdoor Education focus. The small outdoor

education pieces (high ropes course experience and hikes) that were incorporated into the program were a success. The physical education students naturally turned to sports programming as that is where their strengths lie. With students from a RECL background, incorporating outdoor education would be much more natural. If the course can be opened up to RECL students at Brock, this recommendation may be more of a viable option.

5. Continue to use the sports education model, and consider implementing this with the SNAP kids while at CHARM.
6. Don't give up on SNAP. While you may doubt its positive impact due to the challenges that come with it, and you may question its value, based on the interviews I conducted, it means more to the CHARM kids than they will ever tell you during a CHARM morning.
7. Consider the idea of fundraising for CHARM. The program has operated on limited support, and has occasionally been funded through the SNAP budget. There are many places the program could be improved with even a small budget to work with. Some examples where fundraising could be beneficial are having a CHARM uniform for the students to change into each week, being able to book facilities like the high ropes course at Brock University, and having off-campus trips one time a term.

These recommendations are also areas of the program that could lead to future research projects. They are recommended based only on the current findings

and literature used for this project. More than anything, they reveal the many opportunities and different directions in which CHARM could be taken.

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APPENDICES

Appendix A: A Brief Chronological TPSR Review

Title, Publication Date, & Authors	Purpose	Methodology	Trustworthiness & Validity	Outcomes
Implementing a Physical Education Self-Responsibility Model for Delinquency-Prone Youth (DeBusk & Hellison, 1989)	Investigating process and impact of the program implemented.	Qualitative; case study -pre/post interviews -field notes -post program open-ended narrative evaluations from teachers and students	-?	-behavior/knowledge changes in boys in special program -influenced teachers attitudes/values regarding in delinquency prone and non delinquency prone youth with regards to the model -model retained its validity throughout the case study
Teaching an Inner-City After-School Program (Williamson & Georgiadis, 1992)	Describe implementation of program being run.	Qualitative; -program leader insights -student journal entries	-?	-called "program insights" not results/conclusions -programs of this nature should be minimum 8 weeks -program helped the students -only one dropped out -students were positive about the program
Assessing after school programs as contexts for youth development (Kahne, Nagaoka, Brown, O'brien, quinn, & Thiede, 2001)	To develop/describe a new assessment measure of after school programs using the youth development model	-Survey data -Qualitative study also conducted to complement study; interviews to ensure students interpreted questionnaires as intended -data examined through Rasch analysis	-demonstrated through statistical procedures	-less positive affective contexts are created during the day than during after-school programs
Exploring the Relevance of the Personal and Social Responsibility Model in Adapted Physical Activity: A Collective Case Study (Wright, White, & Gaebler-Spira, 2004)	Examine application of the PSRM in an adapted physical activity program	Qualitative; a collective case study -lesson plans -observational field notes -observational checklist -skill development checklist -participant and parent interviews	-triangulation; multiple data sources and multiple perspectives -member checks -search for disconfirming evidence -cross-checking by first and second authors -weekly assessments of the fidelity of the PRSM	-model can be made relevant to children with disabilities, especially when coupled with therapeutically relevant content
The development of compassionate and caring leadership among adolescents (Martinek, Schilling, & Hellison, 2006)	Describe how youth leadership evolved two programs	Qualitative; 4 case studies on individuals in the programs -formal interviews (focus and individual) -written reflections -questionnaires (containing well as open ended questions) -field notes and informal interactions	-none explicitly stated -data triangulation	-leaderships develops through stages -leadership is a transformational process that has four specific stages -some case studies youth regressed to a lower stage, and sometimes they advanced to a higher one -personal lives were highly influential on progression

		between leaders and staff		through youth leadership stages
Measuring Students' Perceptions of Personal and Social Responsibility and the Relationship to Intrinsic Motivation in Urban Physical Education (2008)	Test validity and reliability of the Personal and Social Responsibility Questionnaire	-questionnaire data -statistical analysis	- construct and content validity of PSRQ examined by a panel	-PSRQ is a valid and reliable way of assessing students' perceptions of personal and social responsibility in physical education -higher levels of personal and social responsibility correlated with more enjoyment of physical activity
Implementation and Outcomes of a Responsibility-Based Physical Activity Program Integrated Into an Intact High School Physical Education Class (Wright & Burton, 2008)	Explore the implementation and short-term outcomes of a responsibility-based physical activity program in a high school physical education class	Qualitative; -interviews -observations -lesson plans -responsibility logs -learner assessments -written reflections -program evaluations	-data triangulation -member check -peer debriefing -group interview with invitation for feedback -reflective fieldnotes	-program fostered positive youth development in the learning environment -TPSR transfer can be enhanced by program implementers through connections established outside the physical activity context
Integrating a personal and social responsibility program into a Wellness course for urban high school students: assessing implementation and educational outcomes (Wright, Li, Ding, & Pickering, 2010)	Assess the implementation and educational outcomes in the program	Mixed Methods; -field notes -post teaching reflections -customized evaluation of program by participants with yes/no questions and open ended questions -checklist for participants on effective TPSR implementation -focus groups (for treatment classes) -pre and post educational outcomes were recorded looking at academic records, conduct ratings, truancy/tardiness, and grades (evaluation, checklist, documentation & focus groups)	-data triangulation -investigator triangulation (allowed for balanced interpretation of data) -critical self-reflection of investigators for bias -audit trail by two further investigators to ensure complete, comprehensive and free from bias	-TPSR can be effectively integrated into the high school curriculum -students in treatment accepted more responsibility -trends in small improvements of educational outcomes
Transference of responsibility model goals to the school environment: exploring the impact of a coaching club program (Walsh, Ozaeta, & Wright, 2010)	Examine degree of transference of the four primary TPSR goals from the program to school environment	Qualitative approach; -open ended interviews -observations -document reviews	-member checks -peer debriefing -data triangulation -checks for disconfirming evidence -audit trail	-provided sufficient findings to support transference of four TPSR goals

Implementation of the Personal and Social Responsibility Model to Improve Self-Efficacy during Physical Education Classes for Primary School Children (Escarti, Gutierrez, Pascual, and Llopis, 2010)	Evaluate relevance of the TPSR model to primary school PE classes	Quasi experimental (mixed methods); -interviews -various scales (MSPSE)-with subscales	-Qualitative data used to enhance validity of quantitative data	-TPSR was an effective teaching model for this population (helped the teacher in structuring daily lessons and with behavior management) -increase in self-regulatory efficacy, where control group did not report these changes
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Appendix B: Interview Guides

Appendix B-1: Student Interview Guide

SECTION 23 NTEC STUDENTS-PARTICIPANTS OF CHARM

Section 1. Demographics/Background

1. How old are you?
2. How long have you been attending class at NTEC?
3. Tell me a little bit about your classroom at school.
 - a. What kinds of things do you learn at school?

Section 2. Physical Activity

1. What physical activity do you participate in during your school day (At NTEC)?
2. What physical activity do you participate in outside of school?
3. Tell me what you know about the benefits of being physically active.

Section 3. CHARM

1. What were you feeling on the first morning of the program before you arrived?
2. What would I hear from the other CHARM participants around you if I came to the rowing centre with you? (ex. Silence, talking about CHARM as being good/bad, laughter, joking, complaining, a lot of breathing from working hard!)
3. What would I hear from the other CHARM participants around you if I came to SNAP with you? (ex. Silence, talking about CHARM as being good/bad, laughter, joking, complaining, talking to SNAP participants)
4. What good things (if any) do you get out of going to CHARM? (ex. Friends, physical activity, fun, things you learn)
-Can you tell me a story about ... (positive aspect of CHARM) Are there any bad things about CHARM? What are they?
5. What bad things (if any) happen from going to CHARM? (ex. too much exercising, the you don't like the sports, of the way the sports are run, other people at the program)
-Can you tell me a story about ... (negative aspect of CHARM)
6. What would I hear from the Brock students if I came to SNAP/the rowing centre with you? (ex. Teaching lessons, encouragement, laughter, silence)
7. What do you think worked well and why when you helped out at SNAP?
 - a. What didn't work?
8. What were you feeling on the last day of the program as you were leaving?
9. If your friend or someone close to you asked you what CHARM was, how would you describe it to them?

Section 4. Closing Questions

1. Tell me a question you wish I had asked.
2. (Ask question supplied by participant)
3. Feel free to share anything else about your experiences at CHARM

Appendix B-2: Teacher Interview Guide

TEACHERS-NTEC/NHS

Section 1. Demographics/Background

1. How long have you been teaching in your current location?

Section 2. Physical Activity

1. Have you ever taught Physical Education before?
2. What resources do you have to teach physical education where you are currently? What resources would you benefit from?
3. What do you know about the benefits of being physically active?
4. What ways do you incorporate physical activity into teaching?

Section 3. CHARM

1. If your friend or someone close to you asked you what CHARM was, how would you describe it to them?
2. If you were asked to describe what the program was before CHARM, how would you describe it?
3. How do the students talk about CHARM in the classroom? If possible give examples.
4. How do you see CHARM affecting the students outside of the program (if it is at all)?

Section 4. Closing Questions

1. Tell me a question you wish I had asked.
2. (Ask question supplied by participant)
3. Feel free to share anything else about your experiences at CHARM

Appendix B-3: Mentor Interview Guide

BROCK PEKN 4P02 CHARM MENTORS

Section 1. Demographics/Background

1. What program and year of your program are you in?
2. What undergraduate courses have you taken that you feel have been helpful with any aspect of CHARM this term?

Section 2. Physical Activity

1. What do you know about the benefits of being physically active?

Section 3. TPSR

1. In your own words, what is TPSR?
2. Was TPSR implemented at CHARM?
 - a. If yes, how so?
 - b. If no, why not?

Section 4. CHARM

1. How well do you feel your undergraduate courses prepared you to run CHARM this term?
2. What stands out as a challenging time to you during CHARM?
3. What stands out as a highlight to you during CHARM?
4. If your friend or someone close to you asked you what CHARM was, how would you describe it to them?

Section 5. Planning

1. Which role did you feel most comfortable in? Why?
2. Which role did you feel least comfortable in?
3. How did you feel each week going into Thursday mornings? (ex. Prepared? Confused? Nervous? Excited?)
3. If you could change anything about the way the planning happened for CHARM, what would you change?

Section 5. Closing Questions

1. Tell me a question you wish I had asked.
2. (Ask question supplied by participant)
3. Feel free to share anything else about your experiences at CHARM

Appendix C: REB Clearance



Brock University
Research Ethics Office
Tel: 905-688-5550 ext. 3035
Email: reb@brocku.ca

Social Science Research Ethics Board

Certificate of Ethics Clearance for Human Participant Research

DATE: 6/20/2012
PRINCIPAL INVESTIGATOR: CONNOLLY, Maureen - Kinesiology
FILE: 10-202 - CONNOLLY
TYPE: Masters Thesis/Project STUDENT: Carrie Baker
SUPERVISOR: Maureen Connolly
TITLE: The Mirror-Room Project: CHARM-101

ETHICS CLEARANCE GRANTED

Type of Clearance: RENEWAL Expiry Date: 6/28/2013

The Brock University Social Sciences Research Ethics Board has reviewed the above named research proposal and considers the procedures, as described by the applicant, to conform to the University's ethical standards and the Tri-Council Policy Statement. Clearance granted from **6/20/2012 to 6/28/2013**.

The Tri-Council Policy Statement requires that ongoing research be monitored by, at a minimum, an annual report. Should your project extend beyond the expiry date, you are required to submit a Renewal form before **6/28/2013**. Continued clearance is contingent on timely submission of reports.

To comply with the Tri-Council Policy Statement, you must also submit a final report upon completion of your project. All report forms can be found on the Research Ethics web page at <http://www.brocku.ca/research/policies-and-forms/research-forms>.

In addition, throughout your research, you must report promptly to the REB:

- a) Changes increasing the risk to the participant(s) and/or affecting significantly the conduct of the study;
- b) All adverse and/or unanticipated experiences or events that may have real or potential unfavourable implications for participants;
- c) New information that may adversely affect the safety of the participants or the conduct of the study;
- d) Any changes in your source of funding or new funding to a previously unfunded project.

We wish you success with your research.

Approved:

Jan Frijters, Chair
Social Sciences Research Ethics Board

Note: Brock University is accountable for the research carried out in its own jurisdiction or under its auspices and may refuse certain research even though the REB has found it ethically acceptable.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of research at that site.

Appendix D: Letters of Invitation/Consent Forms

Appendix D-1: Mentor Letter of Invitation

Undergraduate Student Mentors

Letter of Invitation

Title of Study: The Mirror Room Project: CHARM-101

Principal Investigator: Carrie Baker, Student, Department of Kinesiology, Brock University

Faculty Supervisor: Dr Maureen Connolly, Professor, Department of Kinesiology, Brock University

I, Carrie Baker, a student from the Department of Kinesiology, Brock University, invite you to participate in a research project entitled "The Mirror Room Project: CHARM-101."

The purpose of this research project is to conduct an evaluation of "The Mirror Room Project: CHARM-101." First, the evaluation will be looking more specifically at the different experiences participants have of the program. Second the evaluation will look at the strengths, weaknesses, opportunities, and threats associated with the program, finally considering how these can be used to improve the program.

The expected duration of your participation will be for the months you participate in the program up until December 2011. All participation will be done during the already allotted 3 hours a week that the program is running.

Confidentiality

The information you provide will be kept confidential. Your name will not appear in any thesis or report resulting from this study; however, with your permission, anonymous quotations may be used. All participants will be asked to choose a pseudonym that they will be referred to as for the course of the research for the data. Data collected during this study will be stored in a locked file folder at the home of the principal investigator. Confidential data will be kept for the duration of the research (until April 2012) when it will be destroyed. Access to this data during the research period will be limited to Carrie Baker and Maureen Connolly.

Potential Benefits and Risks

Possible benefits of participation include expanded physical programming for future and returning participants, improvement of implementation of Hellison's Responsibility Model for future and returning participants, as well as an authentic research experience for the participants. In participating there may be potential

stress from being observed, being interviewed (which will be audio recorded) or having your journal used for the research. Should these risks become a reality, the appropriate next steps will be taken based on the individual's situation. The individual will be directed to the proper support needed, whether this be teachers, parents or counselors/therapists. For undergraduate students there will also be a third party graduate student present and helping out at CHARM. This graduate student will be a person to whom any concerns of participants can be brought up and then anonymously passed on to the researcher. There is also a potential for participants to feel obligated to participate, as the participants are already involved in the program while research is not being conducted, and placement assessments of undergraduate students will be done by the masters student's supervisor. Your journal will not be collected and used for research until the undergraduate student's supervisor has submitted final grades. If an undergraduate student working with CHARM chooses not to participate in the research, no data will be collected and their work with CHARM can continue without consequence. If a student participating in the research chooses to withdraw after data has been collected, under no circumstance will there be any consequence whatsoever. Involvement with CHARM can continue, and all field notes and other data collected will be removed on that student. Identity of all undergraduate students both participating and not participating will be shielded from the faculty supervisor.

If you have any pertinent questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca)

If you have any questions, please feel free to contact me.

Thank you

Principal Investigator:
Carrie Baker, Graduate Student
Applied Health Sciences, PEKN
Brock University
905-246-4984
cb06la@brocku.ca

Faculty Supervisor:
Dr. Maureen Connolly
Applied Health Sciences
Brock University
905-688-5550 ext 3381
mconnolly@brocku.ca

This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board File : 10-202 - CONNOLLY

Appendix D-2: Mentor Consent Form

Consent Form

Project Title: The Mirror Room Project: CHARM-101

Principal Investigator:
Carrie Baker, Graduate Student
Applied Health Sciences, PEKN
Brock University
905-246-4984
cb06la@brocku.ca

Faculty Supervisor:
Dr. Maureen Connolly
Applied Health Sciences
Brock University
905-688-5550 ext 3381
mconnolly@brocku.ca

Invitation

You are invited to participate in a study that involves research. The purpose of this study is to conduct a formative evaluation of “The Mirror Room Project: CHARM-101.” The formative evaluation will be looking more specifically at the following two questions: I. How is the program experienced across the various levels and forms of participation? II. What are the strengths, weaknesses, opportunities, and threats associated with the program, and how can these be used in the service of program improvement?

What’s Involved?

As a participant, you will be asked to be interviewed (which will be audio recorded), you will be observed on a weekly basis while the program is running, and your journals from the program will be analyzed. Observation will be done by the principal investigator only and will consist of fieldnotes being taken on Thursday mornings while CHARM runs and potentially during some of the program planning/preparation time. Journal analysis will be done following the submission of final grades and will consist of the principal investigator reading through and analyzing the content for themes, patterns etc. for further understanding and improvement of the program. Participation on your part will be done during time that has already been allocated to planning/facilitating the CHARM program.

Potential Benefits and Risks

Possible benefits of participation include expanded physical programming for future and returning participants, improvement of implementation of Hellison’s Responsibility Model for future and returning participants, as well as an authentic research experience for the participants. In participating there may be potential stress from being observed, being interviewed or having your journal used for the research. Should these risks become a reality, the appropriate next steps will be taken based on the individual’s situation to direct them to the proper support needed, whether this be teachers, parents or counselors/therapists. . For undergraduate students there will also be a third party graduate student present and helping out at CHARM. This graduate student will be a person to whom any

concerns of participants can be brought up and then anonymously passed on to the researcher. There is also a potential for participants to feel obligated to participate, as the participants are already involved in the program while research is not being conducted, and placement assessments of undergraduate students will be done by the masters student's supervisor. Undergraduate student journals will not be collected and analyzed until after the graduate students supervisor has submitted final grades. If an undergraduate student working with CHARM chooses not to participate in the research, no data will collected and their work with CHARM can continue without consequence. If a student participating in the research chooses to withdraw after data has been collected, under no circumstance will there be any consequent whatsoever. Involvement with CHARM can continue, and all field notes and other data collected will be removed on that student. Identity of all undergraduate students both participating and not participating will be shielded from the faculty supervisor.

Confidentiality

The information you provide will be kept confidential. Your name will not appear in any thesis or report resulting from this study; however, with your permission, anonymous quotations may be used. All participants will be asked to choose a pseudonym that they will be referred to as for the course of the research for the data. Data collected during this study will be stored in a locked file folder at the home of the principal investigator. Confidential data will be kept for the duration of the research (until April 2012) when it will be destroyed. Access to this data during the research period will be limited to Carrie Baker and Maureen Connolly.

Voluntary Participation

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which you are entitled. Parental or legal guardian consent is needed for those participants under the age of 18.

Publication of Results

Results of this study may be published in professional journals and presented at conferences. Feedback about this study will be available from Carrie Baker, cb06la@brocku.ca.

Contact Information and Ethics Clearance

If you have any questions about this study or require further information, please contact the Principal Investigator or the Faculty Supervisor using the contact information provided above.

[This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (File: **10-202 – CONNOLLY**.) If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.]

Thank you for your assistance in this project. Please keep a copy of this for your records.

Consent Form-undergraduate students

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

Name: _____ Signature: _____

Date: _____

Appendix D-3: Teacher Letter of Invitation

Teachers

Letter of Invitation

Title of Study: The Mirror Room Project: CHARM-101

Principal Investigator: Carrie Baker, Student, Department of Kinesiology, Brock University

Faculty Supervisor: Dr Maureen Connolly, Professor, Department of Kinesiology, Brock University

I, Carrie Baker, a student, from the Department of Physical Education and Kinesiology, Brock University, invite you to participate in a research project entitled "The Mirror Room Project: CHARM-101."

The purpose of this research project is to conduct an evaluation of "The Mirror Room Project:CHARM-101." First, the evaluation will be looking more specifically at the different experiences participants have of the program. Second the evaluation will look at the strengths, weaknesses, opportunities, and threats associated with the program, finally considering how these can be used to improve the program.

The expected duration of your participation will be for the months you participate in the program up until December 2011. All participation will be done during the already allotted 3 hours a week that the program is running. Your participation will include an interview that will be audio recorded with your permission.

Confidentiality

The information you provide will be kept confidential. Your name will not appear in any thesis or report resulting from this study; however, with your permission, anonymous quotations may be used. All participants will be asked to choose a pseudonym that they will be referred to as for the course of the research for the data. Data collected during this study will be stored in a locked file folder at the home of the principal investigator. Confidential data will be kept for the duration of the research (until April 2012) when it will be destroyed. Access to this data during the research period will be limited to Carrie Baker and Maureen Connolly.

Potential Benefits and Risks

Possible benefits of participation include expanded physical programming for future and returning participants, improvement of implementation of Hellison's Responsibility Model for future and returning participants, as well as an authentic research experience for the participants. In participating there are no foreseeable risks.

If you have any pertinent questions about your rights as a research participant,

please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca)

If you have any questions, please feel free to contact me.
Thank you.

Principal Investigator:
Carrie Baker, Graduate Student
Applied Health Sciences, PEKN
Brock University
905-246-4984
cb06la@brocku.ca

Faculty Supervisor:
Dr. Maureen Connolly
Applied Health Sciences
Brock University
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mconnolly@brocku.ca

This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board File : 10-202 - CONNOLLY

Appendix D-4: Teacher Consent Form

Consent Form

Project Title: The Mirror Room Project: CHARM-101

Principal Investigator:
Carrie Baker, Graduate Student
Applied Health Sciences, PEKN
Brock University
905-246-4984
cb06la@brocku.ca

Faculty Supervisor:
Dr. Maureen Connolly
Applied Health Sciences
Brock University
905-688-5550 ext 3381
mconnolly@brocku.ca

Invitation

You are invited to participate in a study that involves research. The purpose of this study is to conduct a formative evaluation of "The Mirror Room Project: CHARM-101." The formative evaluation will be looking more specifically at the following two questions: I. How is the program experienced across the various levels and forms of participation? II. What are the strengths, weaknesses, opportunities, and threats associated with the program, and how can these be used in the service of program improvement?

What's Involved?

As a participant, you will be asked to be interviewed. This interview will be audio recorded with your permission. Participation will all be done during the already allotted 3 hours a week that the program is running.

Potential Benefits and Risks

Possible benefits of participation include expanded physical programming for future and returning participants, improvement of implementation of Hellison's Responsibility Model for future and returning participants, as well as an authentic research experience for the participants. In participating there may be potential stress from being observed, being interviewed or having your journal used for the research. There are no foreseeable risks in participating in this research.

Confidentiality

The information you provide will be kept confidential. Your name will not appear in any thesis or report resulting from this study; however, with your permission, anonymous quotations may be used. All participants will be asked to choose a pseudonym that they will be referred to as for the course of the research for the data. Data collected during this study will be stored in a locked file folder at the home of the principal investigator. Confidential data will be kept for the duration of the research (until April 2012) when it will be destroyed. Access to this data during the research period will be limited to Carrie Baker and Maureen Connolly.

Voluntary Participation

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which you are entitled. Parental or legal guardian consent is needed for those participants under the age of 18.

Publication of Results

Results of this study may be published in professional journals and presented at conferences. Feedback about this study will be available from Carrie Baker, cb06la@brocku.ca.

Contact Information and Ethics Clearance

If you have any questions about this study or require further information, please contact the Principal Investigator or the Faculty Supervisor using the contact information provided above.

[This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (File: **10-202 – CONNOLLY.**) If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.]

Thank you for your assistance in this project. Please keep a copy of this for your records.

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

Name: _____ Signature: _____

Date: _____

Appendix D-5: Student Letter of Invitation

CHARM Students (Section 23 Participants)

Letter of Invitation

Title of Study: The Mirror Room Project: CHARM-101

Principal Investigator: Carrie Baker, Student, Department of Kinesiology, Brock University

Faculty Supervisor: Dr Maureen Connolly, Professor, Department of Kinesiology, Brock University

I, Carrie Baker, a student from the Department of Kinesiology, Brock University, invite you to participate in a research project entitled “The Mirror Room Project: CHARM-101.”

The purpose of this research project is to study the program CHARM. First, the study will be looking at the different experiences participants have of the program. Second the study will look at what went well during the program, and what didn't go as well. Then the research will look at places that the program could be changed to make it a better program.

Your participation in the research study will be during the time that you come to CHARM, until December 2011. All participation will be done during the 3 hours on Thursday mornings that CHARM is running.

Confidentiality

The information you give will not be shared with anyone. Your name will not be in any papers or projects. There is a chance that I may want to use an exact quote of something you've said or written in my paper, but I would only do this with your permission. You will be asked to choose a different name for yourself that you can be called during the research process. Information collected during this study will be stored in a locked file folder at the home of the principal investigator. All information will be kept for the duration of the research (until April 2012) when it will be destroyed. Carrie Baker and Maureen Connolly will be the only people who can see this data.

Potential Benefits and Risks

By being a participant in this research study, along with other participants, you will help identify areas in which CHARM might be improved. In participating you also get a chance to see what it's like to be a participant in a research study. By being a participant there may also be some risks involved. There may be potential stress from being observed, being interviewed (which will be audio recorded) or having your journal used for the research. If being a participant does cause you stress, we will make sure you have the proper support needed, whether this be your teachers,

parents or counselors/therapists. There is also a chance that you might feel like you have to participate since you are already coming to CHARM while research is being done. If you decide you do not want to be a participant in the research there will be no consequence at all. If you choose not to participate in the research, no data will be collected about you and you can still attend CHARM each week. If you decide that after you've started you don't want to be a participant anymore there will again be NO consequence whatsoever. You can still come to CHARM each week, and all fieldnotes/observations and other data collected about you will be taken out of the research.

If you have any questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca)

If you have any other questions, please feel free to contact me.

Thank you.

Principal Investigator:
Carrie Baker, Graduate Student
Applied Health Sciences, PEKN
Brock University
905-246-4984
cb06la@brocku.ca

Faculty Supervisor:
Dr. Maureen Connolly
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This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board File : 10-202 - CONNOLLY

Appendix D-6: Student Consent Form

Consent Form

Project Title: The Mirror Room Project: CHARM-101

Principal Investigator:
Carrie Baker, Graduate Student
Applied Health Sciences, PEKN
Brock University
905-246-4984
cb06la@brocku.ca

Faculty Supervisor:
Dr. Maureen Connolly
Applied Health Sciences
Brock University
905-688-5550 ext 3381
mconnolly@brocku.ca

Invitation

You are invited to participate in a study that involves research. The purpose of this research project is to study the program CHARM-101. First, the study will be looking at the different experiences participants have of the program. Second the study will look at what went well during the program, and what didn't go as well. Then the research will look at places that the program could be changed to make it into a better program.

What's Involved?

As a participant, you may be asked to be interviewed on a Thursday morning during CHARM by the principal investigator Carrie. This interview will be audio recorded. Carrie will observe you on a weekly basis while the program is running, and your journals from the program will be analyzed by Carrie. The observation part of the research involves the principal investigator (Carrie) watching you for parts of each Thursday morning and making notes about what is happening. The journal analysis involves the principal investigator reading your journal and answers to the questions and trying to find important information in your work about how to make the CHARM a better program. The interview part will happen one or two times during the year, and you will find out ahead of time when it will be. The interview will involve you sitting down with the principal investigator and answering any of the questions that you feel comfortable answering. The principal investigator will be recording what you say (with your permission) and writing notes down about what you say. Participation will all be done during the already allotted 3 hours a week on Thursday mornings that the CHARM program is running.

Potential Benefits and Risks

By being a participant in this research study, participants will help identify areas in which CHARM might be improved. In participating you also get a chance to see what it's like to be a participant in a research study. By being a participant there may also be some risks involved. There may be potential stress from being observed, being interviewed or having your journal used for the research. If being a participant does cause you more stress, depending on what the best way for you to deal with stress is, we will make sure you have the proper support needed, whether

this be your teachers, parents or counselors/therapists. There is also a chance that you might feel like you have to participate since you are already coming to CHARM while research is not being done. It is your choice and you do not have to participate. If you choose not to participate in the research, no data will be collected about you and you can still attend CHARM each week. If you decide that after you've started you don't want to be a participant anymore there will be NO consequence whatsoever. You can still come to CHARM each week, and all fieldnotes/observations and other data collected will be taken out of the research that were about you.

Confidentiality

The information you share will be kept private. Your name will not be written or said in any project or paper written about CHARM, from the information you share; however, with your permission, anonymous quotes may be used. **You** will be asked to choose a code name that you will be referred to as for the course of the research for the data. Information collected during this study will be stored in a locked file folder at the home of the principal investigator (Carrie). Private data will be kept until April 2012, when it will be destroyed. The only people with access to the data will be Carrie Baker and Maureen Connolly.

Voluntary Participation

Participation in this study is optional. If you wish, you can choose to not answer any questions or participate in any component of the study. You can choose to stop participating in this study at any time and can do this without any consequence. Parental or legal guardian consent is needed for those participants under the age of 18.

Publication of Results

Results of this study may be published in professional journals and presented at conferences. Feedback about this study will be available from Carrie Baker, cb06la@brocku.ca.

Contact Information and Ethics Clearance

If you have any questions about this study or require further information, please contact the Principal Investigator or the Faculty Supervisor using the contact information provided above.

[This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (File: **10-202 – CONNOLLY.**) If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.]

Thank you for your assistance in this project. Please keep a copy of this for your records.

Consent Form

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I can choose to no longer participate and remove (take back) this acceptance at any time during the research process.

Name: _____ Signature: _____
Date: _____

Appendix D-7: Parent Letter of Invitation

Parents/Legal Guardians

Letter of Invitation

Title of Study: The Mirror Room Project: CHARM-101

Principal Investigator: Carrie Baker, Student, Department of Kinesiology, Brock University

Faculty Supervisor: Dr Maureen Connolly, Professor, Department of Kinesiology, Brock University

I, Carrie Baker, a student from the Department of Kinesiology, Brock University, invite your son/daughter to participate in a research project entitled "The Mirror Room Project: CHARM-101."

The purpose of this research project is to conduct an evaluation of "The Mirror Room Project: CHARM-101." First, the evaluation will be looking more specifically at the different experiences participants have of the program. Second the evaluation will look at the strengths, weaknesses, opportunities, and threats associated with the program, finally the researcher will be considering how these can be used to improve the program.

The expected duration of your son/daughters participation will be for the months they are participating in the program CHARM up until December 2011. All participation will be done during the already allotted 3 hours a week that the program is running.

Confidentiality

The information your son or daughter provides will be kept confidential. Your son/daughters name will not appear in any thesis or report resulting from this study; however, with permission, anonymous quotations may be used. All participants will be asked to choose a pseudonym that they will be referred to as for the course of the research for the data. Data collected during this study will be stored in a locked file folder at the home of the principal investigator. Confidential data will be kept for the duration of the research (until April 2012) when it will be destroyed. Access to this data during the research period will be limited to Carrie Baker and Maureen Connolly.

Potential Benefits and Risks

Possible benefits of participation include expanded physical programming for future and returning participants, improvement of implementation of Hellison's Responsibility Model for future and returning participants, as well as an authentic research experience for the participants. In participating, your son or daughter may

potentially feel stress from being observed, being interviewed and audio recorded in the interview or having their journal used for the research. Should these risks become a reality, the appropriate next steps will be taken based on the individual's situation to direct them to the proper support needed, whether this be teachers, parents or counselors/therapists. There is also a potential for participants to feel obligated to participate, as the participants are already involved in the program while research is not being conducted. However, if a participant in the program chooses not to participate in the research, no data will be collected on that participant and the participant can still attend CHARM with no consequence whatsoever. If a participant in the research chooses to withdraw after data has already been collected, under no circumstance will there be any consequence whatsoever. Participation in the program can continue, and all fieldnotes and other data collected will be removed on that participant.

If you have any pertinent questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905 688-5550 ext 3035, reb@brocku.ca)

If you have any questions, please feel free to contact me.

Thank you.

Principal Investigator:
Carrie Baker, Graduate Student
Applied Health Sciences, PEKN
Brock University
905-246-4984
cb06la@brocku.ca

Faculty Supervisor:
Dr. Maureen Connolly
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905-688-5550 ext 3381
mconnolly@brocku.ca

This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board File : 10-202 - CONNOLLY

Appendix D-8: Parent Consent Form

Consent Form

Project Title: The Mirror Room Project: CHARM-101

Principal Investigator:
Carrie Baker, Graduate Student
Applied Health Sciences, PEKN
Brock University
905-246-4984
cb06la@brocku.ca

Faculty Supervisor:
Dr. Maureen Connolly
Applied Health Sciences
Brock University
905-688-5550 ext 3381
mconnolly@brocku.ca

Invitation

Your son/daughter is invited to participate in a study that involves research. The purpose of this study is to conduct a formative evaluation of "The Mirror Room Project:CHARM-101." The formative evaluation will be looking more specifically at the following two questions: I. How is the program experienced across the various levels and forms of participation? II. What are the strengths, weaknesses, opportunities, and threats associated with the program, and how can these be used in the service of program improvement?

What's Involved?

As a participant, your son or daughter may be asked to be interviewed on a Thursday morning during CHARM by the principal investigator. I (Carrie) will observe your son/daughter on a weekly basis while the program is running, and will analyze their journals from the program. The observation part of the research involves the principal investigator watching participants for parts of each Thursday morning and making notes about what is happening. The journal analysis involves the principal investigator reading their journal and their answers to the questions and trying to find important information in their work about how to make the CHARM a better program. The interview part will be done one or two times during the year, and your son/daughter will find out ahead of time when it will be. The interview will involve the participant sitting down with the principal investigator and answering any of the questions that they feel comfortable answering. The principal investigator will be audio recording what your son/daughter says (with their permission) and writing notes down about what is said. Participation will all be done during the already allotted 3 hours a week on Thursday mornings that the CHARM program is running.

Potential Benefits and Risks

Possible benefits of participation include expanded physical programming for future and returning participants, improvement of implementation of Hellison's Responsibility Model for future and returning participants, as well as an authentic research experience for the participants. In participating there may be potential stress felt by your son or daughter from being observed, being interviewed or

having their journal used for the research. Should these risks become a reality, the appropriate next steps will be taken based on the individual's situation to direct them to the proper support needed, whether this be teachers, parents or counselors/therapists. There is also a potential for participants to feel obligated to participate, as the participants are already involved in the program while research is not being conducted. However, if a participant in the program chooses not to participate in the research, no data will be collected and participation in the program can continue without consequence. If a participant in the research chooses to withdraw after data has been collected, under no circumstance will there be any consequent whatsoever. Participation in the program can continue, and all field notes and other data collected will be removed on that participant.

Confidentiality

The information your son or daughter provides will be kept confidential. Their name will not appear in any thesis or report resulting from this study; however, with their permission, anonymous quotations may be used. All participants will be asked to choose a pseudonym that they will be referred to as for the course of the research for the data. Data collected during this study will be stored in a locked file folder at the home of the principal investigator. Confidential data will be kept for the duration of the research (until April 2012) when it will be destroyed. Access to this data during the research period will be limited to Carrie Baker and Maureen Connolly.

Voluntary Participation

Participation in this study is voluntary. If your son/daughter wishes, they may decline to answer any questions or participate in any component of the study. Further, they may decide to withdraw from this study at any time and may do so without any penalty or loss of benefits to which they are entitled. Parental or legal guardian consent is needed for those participants under the age of 18.

Publication of Results

Results of this study may be published in professional journals and presented at conferences. Feedback about this study will be available from Carrie Baker, cb06la@brocku.ca.

Contact Information and Ethics Clearance

If you have any questions about this study or require further information, please contact the Principal Investigator or the Faculty Supervisor using the contact information provided above.

[This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (File: **10-202 – CONNOLLY**.) If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.]

Thank you for your assistance in this project. Please keep a copy of this for your records.

Consent Form

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

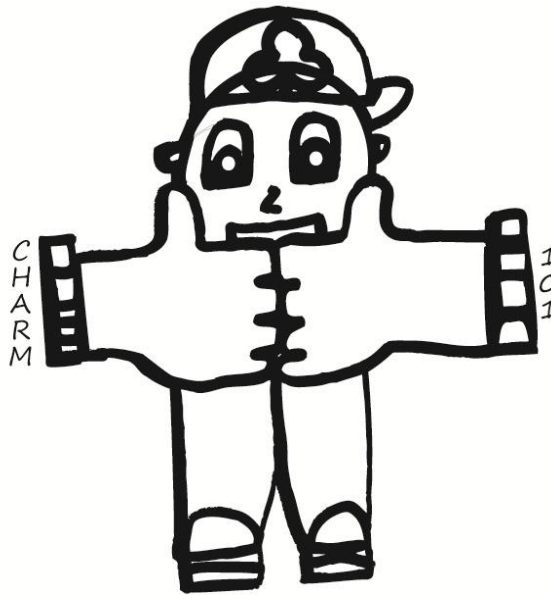
Name of Participant: _____

Name: _____ Signature: _____

Date: _____

2012 CHARM HANDBOOK

Confident Healthy Active Roles Models @ Brock University



"My compromise is to offer a framework-not a rigid structure or blueprint – of basic values, ideas, and implementation strategies that honors the craft of teaching."

–Don Hellison, 2010

Faculty of Applied Health Sciences
Department of Kinesiology

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1.0 Program Description

1.1 A Letter From the CHARM Kids.

Dear new runner of CHARM,

Here is a list of some things at CHARM that we loved; swimming, tchouk ball, visiting SNAP, hiking, basketball, the ropes course, the rowing centre, fitness class with Nicole's mom, and archery. We'd like to have tchouk ball every other day. We want to make sure we still have the chance to use the track. An idea we want to do next year is ice hockey. Also, can we play the drums again (drums alive)? Can we do more swimming?

Some of us hate SNAP because it gets too noisy in the gym and there are too many people. We like it when the SNAP kids come and join us. Some of us would like to make it so that they always come over to us, and we never go to them, but some of us still like going to SNAP.

This year we started taking on roles during the sports time in the morning. Here's some things we think about that; everybody has a role and you've got to stick to it, we're not all sure if we like it. Some of us really like being the captain because it's about time outs and communicating, the captain supported. Being the captain, and some of the other roles gives us a chance to be a good role model. We like the exercises that the trainer does.

The best part is getting out of school to play sports!

Peace Out Sincerely,

The CHARMsters

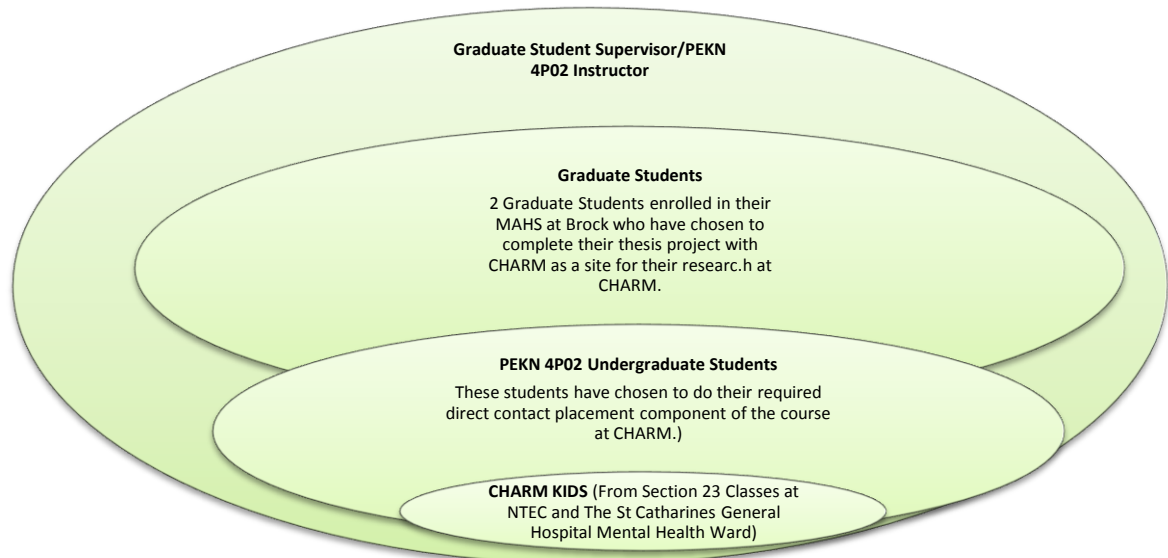


1.2 CHARM in a Nutshell

At Brock University, there is currently a special needs activity program (SNAP) that focuses on movement promotion in children and youth with disabilities. In October 2010, Confident Healthy Active Role Models (CHARM) was piloted within the SNAP program that has a focus on an underserved population participating in physical activity. The acronym CHARM was chosen by the participants in the program. The program is movement based, with a leadership development component. For three hours each week, a group of 6-15 youth from two different local section 23 classes come to the university to participate in the program.

A section 23 classroom is an educational treatment facility for youth whose social, emotional, and or medical needs cannot be met in the public classroom. The students typically struggle with social barriers, learning disabilities, behaviors and mental health. Section classes are partnerships between an agency and the school board (in this case the District School Board of Niagara). Section 23 serves kids in 3 main areas: care (as in foster care), custody (ex. young offenders, Thorold Detention Centre) and treatment (day treatment). Money comes from the ministry to the school board to provide the teachers roles and resources. The idea is that the school board provides the teacher, and the resources, and the agency provides support. Technically they are students of the agency. The two agencies from which the students attending CHARM come from are NTEC (Niagara Training and Employment Agency), and the NHS (Niagara Health System.)

CHARM is highly structured with planned movement programming each morning followed by a youth development component. CHARM has both undergraduate and graduate students facilitating the program, with a TPSR approach being used to both program planning and implementation. The development component has movement integrated, as its goal is to create a safe space for the students to help out with or lead a movement/fitness station for the already running SNAP program.



1.3 Who this Handbook serves & How to use it.

A Message From the Author...

A year and a half ago, during my first month as a graduate student, I found myself sitting down with a fellow graduate student Andrew Fortnum, and a small group of undergraduate students all asking each other and ourselves very similar questions. We all knew that physical activity and education were important for children and youth, and this already underserved population of youth was not getting what they needed in the area. We were asking ourselves what next? How? And what is the best way?

We had ourselves this amazing opportunity, essentially an open notebook full of blank pages of which we were the first draft authors, sitting around with pencils-in-hand. Throughout the past year and a half we've seen the notebook fill up with sketches from all sorts of people. It is now full of pen and pencil, pencil crayons, markers, and even paintbrushes. It has scribbles, and lines, beautiful pictures, sketches that make no sense at all, and empty white spaces. There is whiteout in some places, and eraser marks in others. There is evidence where paint has been spilt, but has hardened into something bigger and better than an artist's disaster. The notebook looks different to everyone, and tells a different story depending on its reader.

The handbook you have in your hands now is our way of passing on to you not just some very useful information, but our notebook full of experiences. It is not us telling you what or what not to do, but sharing some ideas of what worked best. My hope is that when you close your eyes and see our once blank notebook, you will see not just a beautiful picture, but also an ever changing, hope filled painting that will never look the same again. You will also see more pages in the notebook with pens and pencils, and markers and pencil crayons waiting to be picked up and put to use.

Enjoy!

Carrie Baker

2.0 Why Run CHARM?

2.1 Underserved Youth

In 2000, Hellison used the term “underserved youth” referring to youth, highlighting services that are needed focusing on their strengths and potential, instead of emphasizing any problems, issues, or what they should not be doing. This is especially applicable as youth are continually being criticized and held accountable for their inappropriate and irresponsible ways of behaving (Hellison et al., 2000).

2.2 Physical Activity

Physical activity in youth is an evidence-based recommended strategy in preventing disease, as well as promoting health (Strong et al. 2005). Benefits of physical activity are especially noted in cardio-vascular health, musculoskeletal health, and maintaining healthy adiposity levels (Strong et al. 2005). In addition to these physical benefits, mental and social outcomes of decreased depression, increased self-esteem, increased self-confidence, higher energy levels, increased sleep quality, and a greater ability to concentrate are also benefits of physical activity (Hills, King, & Armstrong, 2007).

2.3 Don Hellison’s TPSR Model

Teaching Personal and Social Responsibility (TPSR)

If you ask anyone with a background in TPSR what TPSR really is, you will get many different answers. When reviewing Hellison’s work in greater detail you can begin to understand why there is no clear-cut definition. TPSR began as a way to teach values through physical activity and physical education (Hellison, 2010). Hellison (2000) explains how this can be accomplished through the Responsibility Model (RM), sometimes interchangeably referred to as Teaching Personal and Social Responsibility (TPSR), or the Personal and Social Responsibility Model (PSRM). All three names are used throughout the literature. For the remainder of this document the approach will be referred to as TPSR. Hellison acknowledged a need for clarity between the three terms and has provided this for the reader:

“The approach I describe in this book is often referred to as the responsibility model or the personal social responsibility model. In the last edition I avoided the term model, because some academics complained that model meant “blueprint” rather than “set of ideas.” Because my intention is to present a set of ideas, I

used TPSR, for taking personal and social responsibility, to refer to this approach. Since the last edition was published, I have reverted to using responsibility model, because that's what most users call it. But I've retained TPSR for this edition to provide some consistency for those of you who have read the first edition." (Hellison, 2003, p. ix.)

The Birth of TPSR

Hellison describes TPSR in its earliest stages as “a survival response to the attitudes, values, and behaviors of the underserved kids” (Hellison, 2003, p. 4). At the time, Hellison was teaching physical education to underserved high school students (Hellison, 2003). Hellison had a desire to facilitate character development, and thus developed TPSR, a reaction to the attitudes, values and behaviors to the students with whom he was in direct contact (Hellison, 2003). These early stages of Hellison’s model began in 1970 (Hellison & Walsh, 2002). Hellison’s model has developed through trial and error over time since then. TPSR has also been implemented internationally in countries such as New Zealand, England, and Spain (Hellison & Walsh, 2002).

The following are five goals of TPSR, and are described as levels of responsibility that are shifted to the students over the course of the program; 1) respect the rights of others, 2) effort, 3) self-direction, 4) helping others, and 5) responsibility outside the gym (Hellison, 2000). The goals are used as a progression through which teaching occurs. The levels are not only to be used by the teacher to create lesson plans, but also for implementing goals and plans for individual students (Hellison, 2003). By empowering youth and meeting them where they are at in alternative in-school physical activity programs, underserved students have learned life lessons on respect, cooperation, determination and other necessary life skills for coping in the reality of the present (Hellison et al., 2000). In more recent years, TPSR has been highly regarded as an approach to encourage youth development, and is seen as highly influential in physical education pedagogy (Wright, Li, Ding, & Pickering, 2010).

TPSR is not a model that is to be implemented exactly as written in all situations. Throughout the literature there are many suggestions and examples of ways to modify the model to best suit the environment it will be used in and individuals it will be used with (Escarti et al., 2010, Wright & Burton, 2008, and Wright et al., 2004). The following is a brief review of the literature of physical activity interventions for underserved youth that have either used Hellison’s TPSR approach, or have used principles based from TPSR to facilitate leadership development in underserved youth.

2.4 Sport for Positive Youth Development

Separate from Hellison's TPSR work, there has been extensive research on using sport for development and as a method for teaching life skills. Goudas, Dermitzaki, Leonardi, & Danish, (2006), explain this idea as an integration of mind and body. Rather than "education of the physical," there is a notion that physical educators and facilitators of physical activity should focus on "education through the physical" (Goudas et al. 2006). Essentially, sport itself is not a pathway to youth development, however through the experience and facilitation of sport there is great potential for positive youth development to occur which includes both the mind and body (Goudas et al. 2006). Within a sport context, the mind component of development is referred to as psychological skills, and outside of sport they are life skills (Goudas et al. 2006). Danish and Nellen (1997) have numerous broad definitions of sport psychology; simply put however, it is seen as the promotion of sport performance concurrently with human development. Sport psychologists value life development alongside of the already occurring athletic development.

Danish and Nellen (1997) saw the value in further broadening the definition of sport psychology to reveal the value of the sport experience to inner city underserved youth. Sport for the underserved inner-city population has not always been seen in a positive way. In the past, sport has been a questionable vehicle to these youth as it was seen as an unachievable goal to becoming a professional athlete, a hoped escaped that few could actually follow through to achieve their dreams (Danish & Nellen, 1997). Critics have focused on the athletic development of sport for this population and have overlooked the value of learning life skills in a sport based setting that can then be transferred to all areas of life.

2.5 Lannigan's Small Group Model

Lannigan's Small Group Model

In order for this program to run however, there is a group of undergraduate students that meet weekly with myself and a fellow graduate student. Lannigan (2007) presents a small group process model on effective work in a group setting making suggestions with regards to size, roles, leadership, and management. Lannigan (2007) divides the roles in a group to primary and secondary, having five of each-with an optimal size of 5 members, each taking on both a primary and secondary task. There are roles within the group that need to be fulfilled (task leader and central negative) in order to have a successful group, however the social-emotional leader, tension releaser, and information provider are still necessary to avoid dysfunction within the group (Lannigan, 2007). Knowing and presenting this literature to the group and as a part of the study are crucial as facilitating group meetings relies heavily on how the group functions, and the program itself relies

heavily on the group functioning well. A handout summarizing Lannigan's model is attached (See Appendix F.)

2.6 Suggested Further Readings

- Your go-to resource for CHARM is Don Hellison's (2011) *Teaching Personal and Social Responsibility Through Physical Activity*. This is also the required textbook for the PEKN 4P02 students.
- <http://www.tpsr-alliance.org/>
The tpsr alliance is a joint initiative between Don Hellison (developer of the TPSR method) and Gloria Balague (an internationally recognized sport psychologist well-known for her work with underserved youth.) The Alliance is made up of a board of physical activity professionals from various universities, including some internationals. The motivation for creating the Alliance was that since sport and physical activity are so valued by youth, sport education needs to be even more valued and holistic development in the area is critical. On this above website you can find links to TPSR conferences, resources, and publishing's.
- Schön, D. (1983) *The Reflective Practitioner*
- Schön, D. (1987) *Educating The Reflective Practitioner*
In Hellison's *Teaching Personal and Social Responsibility Through Physical Activity*, (2011), he includes a small section on Reflection-In-Action. This idea comes from Donald Schon, and the idea is further discussed in the above books.
- *Youth Development and Physical Activity: Linking Universities and Communities*, (2000), by Hellison, Cutforth, Kallusky, Martinek, Parker, and Stiehl includes many similar ideas from Hellisons 2011 TPSR book. A great read none-the-less.
- *Helping At-Risk Youth Through Physical Activity Programming*, by Collingwood (1997) is an older book, but can give you some perspective on implementing programs in the field in past years.
- *Responsibility Based Youth Program Evaluations: Investigating the Investigations* (2002), by Hellison and Walsh. This short paper will give you some insight into how TPSR has been perceived in the literature, and where it is heading. The investigation is done by Don Hellison himself, and therefore includes some personal insight in the discussion into why the model was really created, and how to use it.
- Daryl Siedentop's Literature on the Sports Education Model (SEM)

Introducing roles to the CHARM kids using the SEM was found to be valuable for the last semester of CHARM.

3.0 Putting CHARM Into Action

3.1 Critical Path

WEEK	Planning	CHARM Morning	Class (Lecture)
1	N/A	N/A	Discussion of course content and structure. <i>*Go to lecture this week for instructor to introduce you to students interested in working with CHARM. Get emails and start working on finding a 2-hour time slot during the week when everyone is free for a weekly planning meeting.</i>
2	This time will likely not have been established yet.	No program. Meet as a group for the first time. See section 3.2 “Group Meeting #1”	TPSR, CH 1: What's worth doing in our professional lives? TPSR CH 2: A framework for teaching personal and social responsibility
3	This meeting will be entirely facilitated by you. Run through your plan for the first morning. Leave the skills/game time unplanned for the group as a whole to choose which sport they would like to implement, and who would like to lead that time.	First Morning. Meet group in the gym at 8:45. Follow a typical CHARM day schedule adding in some icebreakers at the beginning and keeping the SNAP time short and introductory.	TPSR CH 3: Levels of responsibility TPSR CH 4: Daily program format
4	1. Debrief last Thursday. 2. Introduce the roles but don't implement them yet as you have not created the	Second Morning. Meet the group whenever you feel necessary to be prepared for the morning. Follow the	TPSR CH 5: Embedding responsibility in the physical activity content TPSR CH 6: Strategies for specific problems and situations

	<p>schedule. See section 3.3 “Roles.” Create the schedule this week and send it out before next week’s planning meeting.</p> <p>3. Run the rest of the meeting the same as the last planning meeting, giving the 4P02 students as much or as little freedom in making decisions about Thursday morning as they are willing to or a ready for.</p>	<p>typical CHARM day schedule, again, having the PEKN 4P02 students step in and lead small parts wherever possible.</p>	
5	<p>By this week the roles will have been emailed out with expectations for everyone to be taking on their role starting at this meeting. You will need to help get the meeting started, and from there on it is a fine line of when to step in and when to sit back. Enjoy your challenge!</p>	<p>Third Morning. You will now have very little responsibility of actually leading activities, however you will be relied on for transitions. Encourage the 4P02 students to be making these decisions themselves.</p>	<p>TPSR CH 7: Being relational with kid s</p>
6	<p>The role taking process will occur over time, and the students will quickly realize that the sooner they step into their roles and take on the responsibility, the faster the meetings will go.</p>	<p>Fourth Morning. You are there for troubleshooting, for supporting the 4P02 students, and making decisions. Be a visible presence, join in, and enjoy the morning.</p>	<p>NO CLASS</p>
7	READING WEEK	READING WEEK	N/A
8	<p>By this time the 4P02 students will know the routine, continue to</p>	<p>Have fun!</p>	<p>TPSR CH 10: Getting started AND TPSR CH 11: Assessment and evaluation</p>

	encourage them to be coming up with new ideas to bring to the program.		strategies
9	You will need to do very little, but any little ideas you have to keep motivation high are helpful.	Have fun!	REVIEW COURSE MATERIAL AND PREPARE FOR IN CLASS ASSESSMENT
10	MARCH BREAK	MARCH BREAK	IN CLASS ASSESSMENT
11	Typical planning day.	Have fun!	RETURN ASSESSMENT
12	Help the group come up with an extra-special last day of program/celebration. At the end of the year hand out certificates/reference letters (see Appendix D & E.)	Last Week. Plan something special for today. Ex. Pizza party, or a bonfire at Alphies.	COURSE EVALUATION/CLOSURE

3.2 Group Meeting #1

CHARM FIRST MEETING PLAN

1. Introductions? Who am I? Who are you guys?
2. Ice breaker
3. CHARM SOCIAL Plan a time to get to know each other outside of CHARM. Bowling? Potluck? Out for wings?
4. Confirm meeting time/place for the term. The service learning room in the library (226) worked very well. The planning meeting needs to take place far enough in advance from CHARM to order equipment at the cage, and plan the awareness talk and boardroom time. A Wednesday meeting would be logistically hard to make-work. Aim for Tuesday at the latest.
5. Visit to NTEC; find a time that works for both you and the teachers from NTEC to go and see their school and learn about how it works for them. This outing has turned out to be a significant event of the entire semester for many of the 4P02 students. Seeing the facility is eye opening, and hearing about (and maybe even meeting) the CHARM kids helps to lessen anxiety on the first day for all participants. Scheduling this visit before the first day of CHARM is beneficial for all.
6. Introduce TPSR
 - a. What is it?
 - b. Daily Format & Levels

TPSR

- While the book is titled TEACHING personal and social responsibility, I'd like to challenge everyone to really try and wrap your head around the concept that this is about TAKING personal and social responsibility.
- We've been given the opportunities in our life to make choices that involve us taking responsibility, and we continue to have these opportunities every single day now lets give these guys the opportunity as well.

TPSR:

- A set of ideas
- It's not a model that is supposed to be replicated the same way over and over again

Highlight to the group: You're going to read this in your book. However, I want to share with you just the bare minimum of what you need to know for the first week of planning/CHARM. You guys really have to believe in this and buy into it, and get excited about it, or else there's no way the CHARM guys will!

Suggested Layout using TPSR: Daily Program Format

1. **Relational Time;** *this is on us. TPSR=BEING RELATIONAL, even if it may feel awkward or uncomfortable.*
2. **Awareness Talk;** *you will see an example of this on the first week, and then be expected to take turns throughout the term doing these yourselves.*
3. **Skills;** *we use gym four and as a group choose various sports/activities to run.*
4. **Group Time;** *time for group to express how the day was.*
5. **Self Reflection;** *personal reflection. Bring one of the kids' journals from past terms to show to the group.*

LEVELS

1. RESPECT
2. EFFORT
3. SELF-DIRECTION
4. HELPING OTHERS
5. RESPONSIBILITY OUTSIDE of THE GYM/PROGRAM

- An example of where we don't follow the model exactly as is would be SNAP. They are given the chance to work on level 4/ 5 even if they haven't necessarily made it to level 1,2, or 3.

7. The options are endless at CHARM

- a. Please bring any of your expertise &/or connections to the table!
 - i. Ex. Can you teach a kickboxing class? Or dance class?
 - ii. Are you a varsity athlete and would like to work on specific skills with them?

8. What will the 1st CHARM session look like?

We will give specific guidelines this week on what the schedule will be. Once you've seen what it looks like and know what to expect that will be changing! This is a brief schedule outline to follow for day #1. For a more detailed schedule with helpful notes see section 3.4 "A Typical Day At CHARM."

- | | |
|----------|--|
| a. 9:30 | Relational Time |
| b. 9:45 | Awareness Talk (Carrie) |
| c. 9:50 | Name Game (Come up with a fun new creative one) |
| d. 10:00 | CHANGE |
| e. 10:05 | Physical Activity Time in Gym 4: For week 1 this is what as a group we will plan. Looking for games, sports, and activities for our next planning session.
(Ex. soccer, tchouk ball, cooperative games, archery, capture the flag.) |
| f. 10:40 | We will put you into small groups/pairs |
| g. 10:45 | Intro to SNAP |
| h. 11:00 | Rowing Centre/Track: Use journals/goal setting sheets. |
| i. 11:30 | Change. |
| j. 11:35 | Boardroom |
| k. 12:00 | Teachers will pick up CHARM kids. |
| l. 12:05 | Debrief morning with group. |

9. Board Room

- Typically this time is held in WC 204B. The room has a computer, a big screen, and is set up boardroom style with big black comfortable chairs. The kids love it.
- By this time of the morning everyone is starving. One highlight for the kids has been that we provide them with snack. Since there has yet to be any fundraising set up, I provided it the first couple of weeks, and then gave the option for the 4P02 students to rotate through bringing the snack. A typical snack would be 2 bags of rice crackers for the group and an apple each.
- Next is group time, which is an oral reflection of the morning. This could be a highlight/something you learned/something you did/something you enjoyed that morning.
- Last, we fill out our journals. We like to come up with some reflective questions that tie in with our awareness talk, and the events of the morning.

On the first morning of CHARM, Andrew and myself lead this entirely ourselves so that the 4P02 students could grasp the idea of how it works, and experience the routine before taking on the added responsibility of leading this time.

3.3 Roles

Following the critical path in section 3.1, this can be introduced to the 4P02 students during the second official planning time slot. This will be your second meeting as a group, and the 4P02 students will have seen and been a part of the program once by this time. Also, since they have seen how it works once, they understand what needs to be done, and can give their input into how to split up the roles in a way that makes sense to them. After you've laid it out for them and as a group decided on the "role descriptions," take the next day to come up with a schedule (see #3 below), email it out to the group, and have them be prepared to take on these roles beginning at the next planning meeting.

Section 2.6 has a brief description of Lanigan's Small Group Model. For the first three semesters of CHARM these exact roles were assigned weekly on a rotational schedule. At the beginning of the semester each role was discussed, and the group came to a mutual agreement and documented what the specific responsibilities would be under the different roles. A schedule was created with all undergraduate students rotating through the different roles. Some semesters this worked, and some it didn't. While all students agreed that having the work divided up between the group is pertinent for group cohesion and getting the tasks done, there were many frustrations. The chart below (#1) is how Lanigan's roles were directly applied to CHARM in our first three semesters of running the program.

#1.

Task Leader	Central Negative	Social-Emotional Leader	Tension Releaser	Information Provider
<ul style="list-style-type: none">• Scheduling the morning-all group members need to know what they are leading and when they are leading it ahead of time• Send out the schedule by Monday afternoon	<ul style="list-style-type: none">• Double check/reminder TL of timing• Questioning activities. Ex. "Is it working?"	<ul style="list-style-type: none">• Moderator when conflicts arise	<ul style="list-style-type: none">• Music• Snack	<ul style="list-style-type: none">• Board room• Read one article or source of information to summarize and bring to the group

The roles seen and described in chart #2 were used in our fourth semester of CHARM (currently happening), and were created by the PEKN 4P02 students themselves. There was a brief introduction using Lannigan's material on roles within small groups.

#2.

Team Leader	Snack	Games	Boardroom	Note-Taker
<ul style="list-style-type: none"> • The boss • Transitioning • Awareness Talk 	<ul style="list-style-type: none"> • Bring healthy snack for the boardroom time. 	<ul style="list-style-type: none"> • Plan it • Run it • Equip it • <i>Make sure Andrew knows all equipment necessary in advance so we can book it with the cage*</i> 	<ul style="list-style-type: none"> • Decide on the topic • Group Time • Presentation (Co-operative, engaging learning experience) • Reflection Time (Use journals) 	<ul style="list-style-type: none"> • Take minutes from planning meeting and from these create a schedule to be emailed out to the group for Thursday morning plan

A rotational schedule applying the roles above could look like the following:

#3.

DATE	Team Leaders	Time/Snack	Games	Boardroom	Note-Taker
Feb 7/9	Jared Tammy	Adrian Brian	Cassie Alex	Kelly Katlynne	Thomas
Feb 14/16	Cassie Katlynne	Thomas Jared	Tammy Kelly	Brian Alex	Adrian
Feb 21/23	READING WEEK				
Feb 28/Mar1	Alex Adrian	Thomas Tammy	Jared Brian	Cassie Kelly	Katlynne

Mar 6/8	Kelly Brian	Alex Katlynnne	Adrian Tammy	Jared Thomas	Cassie
Mar 13/15	MARCH BREAK				
Mar 20/22	Adrian Tammy	Cassie Kelly	Alex Thomas	Katlynnne Brian	Jared
Mar 27/29	Jared Thomas	Adrian Kelly	Cassie Katlynnne	Tammy Alex	Brian
Apr 3/5	Alex Brian	Jared Katlynnne	Thomas Kelly	Cassie Adrian	Tammy

3.4 A Typical Day At CHARM

		<i>Helpful Notes</i>
9am	Meet in gym 4	<i>On the first day meet early (8:45) to have a run through of the schedule, and a chance for anyone to ask questions. If you have not yet done a facility tour, do a walk through with the 4P02 students to show them important places you'll be using.</i>
9:20-9:50	CHARM Kids arrive Relational Time Change in gym clothes.	<i>Typically the entire group will not be there until after 9:30. For relational time having a bin of footballs/soccer balls to throw around makes the relational aspect more natural. Have kids who are not in appropriate attire change as soon as possible.</i>
9:50	Awareness Talk	<i>Use guidelines from Don Hellison's TPSR Book. Keep it short, be creative, but don't skip this part! It is crucial to be explicit.</i>
10-10:40	Skills/Drills/Sport/Games	<i>It is highly recommended to use the sports education model that involves handing out roles to the participants and having them run the show. You may not want to do this the first week, but keep it in mind. Soccer was always a great first day sport to use.</i>
10:40-11	SNAP	<i>Some students enjoy going to SNAP,</i>

		<i>some enjoy inviting SNAP kids to come and join our game. Some CHARM participants dislike any involvement with SNAP at all. Continue to experiment with what works best!</i>
11-11:30	Rowing Centre	<i>Be sure to remind 4P02 students and CHARM participants the importance of making goals and tracking progress in the rowing centre in their journals. Make sure the journals have fresh goal sheets each week. (See Appendix B.)</i>
11:30-11:35	Change	<i>Take the dirty clothes home and wash them for next week.</i>
11:35-12	Boardroom	<i>This is where both your group time and self-reflection time occur.</i>

3.5 SNAP

SNAP is a developmentally appropriate movement education – based embedded curriculum offered to children and youth with disabilities in the Niagara region. SNAP is a community service learning initiative that has been running since the 1994-95 academic year where it began as the independent study project of then graduate student Jason Candy; Dr. Candy is now employed at Niagara College and his legacy lives on in the SNAP. In collaboration with the school boards and a number of disability services organizations, SNAP offered 1:1 facilitated instruction in physical activity contexts one morning a week between October and April to 1500 school-aged children in 2008-09.

SNAP runs every Thursday morning at the same as CHARM on Thursday mornings. SNAP uses gym 1,2, and 3, while CHARM typically has had access to gym 4 (for more on space on campus for CHARM see section 5.3.)

4.0 Emergency Protocols

4.1 Scenarios

The following are some situations that could possible arise at CHARM. It may be beneficial to review these with the PEKN 4P02 students and discuss what would be the best way to react in the situations.

Scenario 1:

In travelling from a game of capture the flag outside on the lacrosse field, back into the gym you were mid-conversation with another student when you looked up and realized your CHARM student was nowhere to be seen. You run back, and they are not on the field, you can't see them anywhere in the hallway up ahead. What do you do?

Scenario 2:

You're working with your CHARM student who has both asthma (carries a puffer) and severe anxiety. You've just finished a game of soccer outside with lots of running involved. You're walking back into the school and your CHARM student walks straight to the wall, leans against it, slides down and goes unconscious (not responding to you but still breathing.) What do you do?

Scenario 3:

You have two students at CHARM who it has become obvious need to be separated in order to be successful at CHARM. You tell them they are not going to SNAP/The rowing centre together and they refuse to be split up. Next thing you know they are running away from you down the hall towards the Walker Complex Cafeteria. What do you do?

4.2 CHARM Protocols

CHARM's protocol in emergency situations is to follow all emergency procedures put in place by Recreation Services at Brock. It is important to review these yourself, and to make sure that anyone working with CHARM is aware of these prior to the first day of the program. A flip chart containing the emergency procedures can also be found at the Walker Complex Welcome Desk, as well as the Equipment Cage. A photocopy of the flip chart, as well as a copy of "Brock University Emergency Procedures" can be found in Appendix H. Brock's "Emergency Management Plan," as well as other more detailed policies put in place by the university can be found on the Human Resources and Environment, Health & Safety page of the University (<http://www.brocku.ca/hr-ehs>.)

It is important to remember however that the population you are working with and that each situation must be treated in a case-by-case manner. We have the privilege of working with these students and with that comes the responsibility of understanding that they each have their very own unique needs that cannot be all met in the same way, and can definitely not all be met by us. The teachers know the students and their personal history better than we do, and it is important that as soon as any situation arises they are contacted immediately. Having a cell phone on you at all times, and cell phone numbers of all teachers makes this immediate

contact possible, and is an important safety precaution to have in place for CHARM to run smoothly on a weekly basis.

If a student is overwhelmed or upset and needs some cool-down alone time, the family change room in between the male and female change rooms can be utilized. This needs to be communicated to everyone involved in CHARM on the first morning of the program. Having this space allows for the students to take responsibility in removing themselves from a situation before it escalates to a point where other consequences may occur. Using this space is especially helpful in the winter. During warmer months the stairs just outside of the rowing centre are another space that can be utilized as a cool down area when needed. Having this in place is extremely important as it can de-escalate a situation before it gets to a point of needing to use our emergency procedures.

5.0 Miscellaneous

5.1 Teachers/Co-op Students

Having teachers and co-op students present throughout the morning at CHARM was challenging when the program first ran. Dr. Maureen Connolly, the PEKN 4P02 instructor gave the teachers each a pass to the zone fitness centre for them to use during this time. Dr Connolly also had a conversation with the teachers asking them to let the students run the program, and ensure the teachers they would be contacted if/when needed at any point in the morning. Having the teachers step away provides a space for all facilitators and program participants to take both personal and social responsibility in any and all situations that come up. Co-op students have in the past either stayed with the teachers (recommended), or participated in the program.

5.2 Funding

CHARM has no funding. T-shirts were once purchased using part of the SNAP budget, also a high-ropes course experience was provided for by the same budget. Both of these were very positive experiences for the CHARM participants. As of yet, no fundraising has occurred through the CHARM program. A future recommendation to improve CHARM would be to organize a fundraiser in order to provide some added benefits to the participants. The SNAP program has a fundraising team and could be approached to have some CHARM PEKN 4P02 students partner with them in a fundraising event, or the 4P02 students could choose to do this entirely on their own.

5.3 Space on Campus

While space on campus cannot be guaranteed from year to year, the following are spaces we've utilized in the past that have worked well, and some that we have found challenging to use. It is important to remember that recreation services has been generous in the past, and that getting space on campus at this point is not our right. We need to cooperate with them in order to maintain a healthy relationship to continue to use their space to run CHARM.

Ian Beddis Gym 4

This gym was not available to use on a regular basis until September 2011. Since having this space the program has become more sports-focused during our skills time allowing for more structure from week-to-week. SNAP runs at the same time in the Ian Beddis Gyms 1-3. Having the CHARM gym directly beside the SNAP gyms also facilitates SNAP kids being able to join in our structured sports without having to leave the designated SNAP areas.

The Rowing Centre

The rowing centre is located in Walker Complex and is a weight-training facility with 11 ergometers as well as a rowing tank. Having this space booked for the entire morning of CHARM has allowed for great flexibility in scheduling CHARM mornings. The rowing centre has been an excellent facility in that typically there are very few university students utilizing the facility while we have run CHARM in the past. However, this is not always the case. There have been mornings where the facility is very busy, which has caused problems for some of our students with high anxiety. Since we've been able to book the rowing centre for the entire morning, on some mornings we've split up into groups using a rotating system having SNAP as one rotation and the rowing centre as another.

WC 204B: "The Boardroom"

The boardroom is located behind the Walker Complex Welcome Desk where the SPMA and Kinesiology Department faculty offices are located. This room has a computer with a large screen that has been used for showing videos as well as short power point presentations. The room is set up in a boardroom style with big black comfortable chairs on wheels, which the kids love. This room has a key box with a code on the outside that can be given to you by the PEKN 4P02 instructor for your use with CHARM only.

ST 226: Service Learning Room

Located just on the inside of the library doors when entering from the Schmonn Tower, there is a service learning room that has been the perfect place to hold planning meetings on a weekly basis. This room has a white board, a telephone, and a computer. Arrangements should be made with the instructor of the course to book the room (if available) at the desired planning time for the group. The librarians

keep the key at the desk just across from the room, and will simply give it to you to unlock the door.

The Dance Studio

During our first year of CHARM we had the dance studio in Walker Complex booked for the entire morning of CHARM. The dance studio was our home based and served as a great facility for many of the unique activities we implemented. The dance studio was a quiet place that allowed for us to invite fitness instructors in to teach different classes. The dance studio was also quiet enough that on the few occasions the boardroom was unavailable, we could easily re-locate this portion of the program to the dance studio.

Welch Hall 140 “The Couch Room”

This room, located in Welch Hall was used for one term, as the boardroom was not available. This room worked, however because of its location, took out program time that was used as travel time. The room was too small as we had some of the PEN 4P02 students sitting in the hall, but it did have the computer and big screen that we needed for wrapping up the program each day.

6.0 CHARM as a Research Site

6.1 Current Master’s Thesis Research

CHARM is currently the site of two different Masters Thesis Projects. One has focused on the overall development, implementation, and experience of the program. Within this, the focus has been on how to make CHARM sustainable. The second has had more of a focus on meaningful relationships, and what it looks like to be authentic and purposeful in interacting with the CHARM students. Both of these will be accessible through the Brock University Digital Repository (<http://dr.library.brocku.ca/handle/10464/4>) upon completion of the final document.

6.2 Suggested Future Research at CHARM

Future Research Ideas:

1. From the perspective of a facilitator, SNAP was one of the most challenging aspects of running CHARM. There was a constant debate as to how much do we encourage this part of the program, and how much is it a choice for the participants to have anything to do with SNAP. The PEKN 4P02 students gave mixed feedback from believing that the CHARM participants hated it so much, that it was not safe for them to be there, all the way to believing that it is the best part of CHARM, and more time needs to be spent there. Despite SNAP taking up

no more than thirty minutes of our morning, in interviewing CHARM kids, there was an overwhelming sense of empowerment that had from being a part of SNAP. SNAP seems to be an aspect of CHARM that needs to be safeguarded; however it seems like an aspect that if not further researched could easily be lost.

2. The PEKN 4P02 students who have been involved with CHARM in the past either heard of it through other students who have participated in the program, or from Dr. Maureen Connolly. As of now, we've had students from Sociology, Psychology, Concurrent Education, Recreation and Leisure studies, and the majority coming from the Kinesiology department. We've run into the problem of having non-committed students working with CHARM kids, which does not work. An idea to consider would be to implement an application/interview process in order to be a part of CHARM. Also, there are departments/strands such as Therapeutic Recreation, who likely have students who would love to take this course but cannot, as it is not listed as a RECL course. Possible ideas to look into here are announcing in hand picked lectures what CHARM is the year before, or listing the course as both a PEKN and RECL course.
3. "A program must be about something, not-as Ted Sizer reminded us- about everything." (Hellison, pg. 5, 2011) When working on different teams with CHARM as our common denominator there have been many different ideas brought to the table of where this program could head. In it's early stages, we've done our best to keep a focus, for example this past semester the focus has no doubt been on developing team sport skills. There is literature available on the idea (and benefits) of using outdoor education with the underserved youth population. As a one-time experience, we had the CHARM group out at the high ropes course, run by Youth University on campus here at Brock. The group loved it. We would have loved to incorporate more outdoor education within the program, and an idea to consider would be to make this the main focus, or somehow a more integral part of the program.

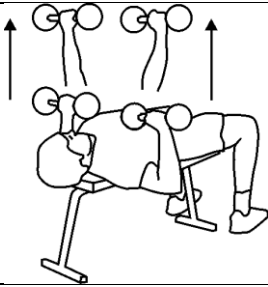
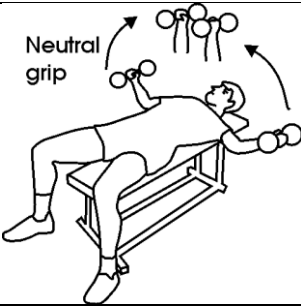
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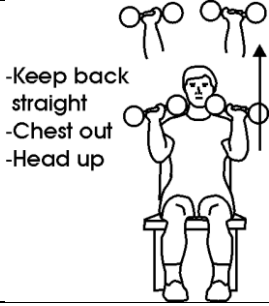
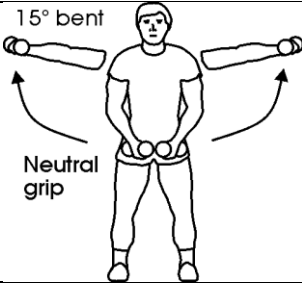
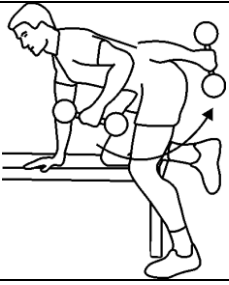
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APPENDICES

*Use as templates to photocopy for journals
and handouts.*

Appendix A: Exercises

<p align="center">Dumbbell Bench Press</p>  <p>The diagram shows a person lying on a bench, performing a dumbbell bench press. Two dumbbells are shown in two positions: one at the starting point near the shoulders and one at the top point above the chest. Arrows indicate the upward movement of the weights.</p>	
Instructions	
Preparation	Sit down on bench with dumbbells resting on lower thigh. Kick weights to shoulder and lie back. Position dumbbells to sides of chest with bent arm under each dumbbell.
Execution	Press dumbbells up with elbows to sides until arms are extended. Lower weight to sides of upper chest until slight stretch is felt in chest or shoulder. Repeat.
Comments	Dumbbells should follow slight arch pattern, above upper arm between elbow and chest at bottom, travelling inward over each shoulder at top. No need to drop weights
<p align="center">Dumbbell Fly</p>  <p>The diagram shows a person lying supine on a bench, performing a dumbbell fly. Two dumbbells are shown in two positions: one at the starting point above the chest and one at the bottom point to the sides. Arrows indicate the hugging motion of the weights. A label 'Neutral grip' points to the hands.</p>	
Instructions	
Preparation	Grasp two dumbbells. Lie supine on bench. Support dumbbells above chest with arms fixed in slightly bent position. Internally rotate shoulders so elbows point out to sides.
Execution	Lower dumbbells to sides until chest muscles are stretched with elbows fixed in slightly bent position. Bring dumbbells together in hugging motion until dumbbells are nearly together. Repeat.
Comments	Keep shoulders internally rotated so elbows point downward at bottom position and outward at top position.

Dumbbell Shoulder Press	
	
Instructions	
Preparation	
Position dumbbells to each side of shoulders with elbows below wrists.	
Execution	
Press dumbbells upward until arms are extended overhead. Lower to sides of shoulders and repeat.	
Dumbbell Lateral Raise	
	
Instructions	
Preparation	
Grasp dumbbells in front of thighs with elbows slightly bent. Bend over with hips and knees bent slightly.	
Execution	
Raise upper arms to sides until elbows are shoulder height. Maintain elbows' height above or equal to wrists. Lower and repeat.	
Comments	
Maintain slight bend through elbows (10° to 30° angle) throughout movement.	
Dumbbell Kickback	
	
Instructions	
Preparation	
Kneel over bench with arm supporting body. Grasp dumbbell. Position upper arm parallel to floor.	
Execution	

Extend arm until it is straight. Return and repeat. Continue with opposite arm.

Tricep Pushdown



Instructions

Preparation

Face high pulley and grasp cable attachment with overhand narrow grip. Position elbows to side.

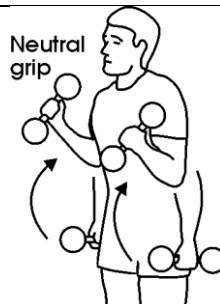
Execution

Extend arms down. Return until forearm is close to upper arm. Repeat.

Comments

The elbow can travel up few inches at top of motion. Stay close to cable to provide resistance at top of motion.

Dumbbell Curl



Instructions

Preparation

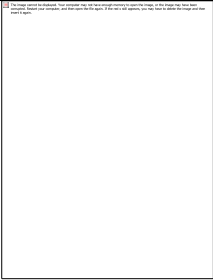

Position two dumbbells to sides, palms facing in, arms straight.

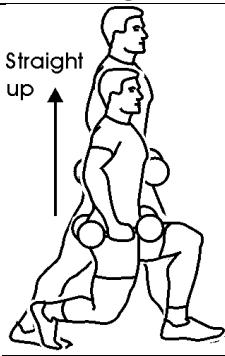
Execution

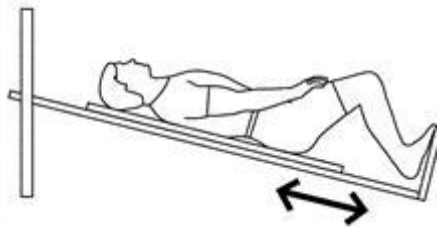
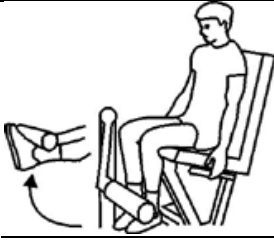
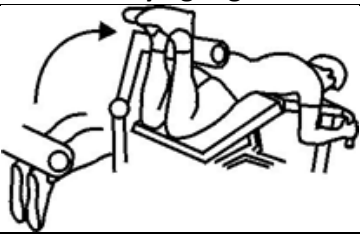
With elbows to sides, raise one dumbbell and rotate forearm until forearm is vertical and palm faces shoulder. Lower to original position and repeat with opposite arm. Continue to alternate between sides.

Comments

Biceps may be exercised alternating (as described), simultaneous, or in simultaneous-alternating fashion.

Dumbbell Concentration Curl		
		
Instructions		
Preparation Sit on bench. Grasp dumbbell between feet. Place back of upper arm to inner thigh. Lean into leg to raise elbow slightly.		
Execution Raise dumbbell to front of shoulder. Lower dumbbell until arm is fully extended. Repeat. Continue with opposite arm.		
Cable Seated Row		
		
Instructions		
Preparation Sit slightly forward on seat or bench and grasp cable attachment. Place feet on vertical platform. Slide hips back positioning knees with slight bend.		
Execution Pull cable attachment to waist while straightening lower back. Pull shoulders back and push chest forward while arching back. Return until arms are extended, shoulders are stretched forward, and lower back is flexed forward. Repeat.		
Comments Begin with light weight and add additional weight gradually to allow lower back adequate <u>adaptation</u> . Do not pause or bounce at bottom of lift. Do not lower weight beyond mild stretch. Full range of motion through lower back will vary from person to person.		

Lateral Pulldown		
Instructions		
Preparation		
Grasp cable bar with wide grip. Sit with thighs under supports		
Execution		
Pull down cable bar to upper chest. Return until arms and shoulders are fully extended. Repeat.		
Comments		
Range of motion will be compromised if grip is <u>too wide</u> .		
Lunge		
		
Instructions		
Preparation		
Stand with hands on hips or clasped behind neck.		
Execution		
Lunge forward with first leg. Land on heel then forefoot. Lower body by flexing knee and hip of front leg until knee of rear leg is almost in contact with floor. Return to original standing position by forcibly extending hip and knee of forward leg. Repeat by alternating lunge with opposite leg.		
Comments		
Keep torso upright during lunge; <u>flexible hip flexors</u> are important. Lead knee should point same direction as foot throughout lunge.		
Harder		
Exercise can be made more challenging with additional weight.		

Lever Squat	
	
Instructions	
Preparation Squat down to place shoulders under padded lever. Place feet shoulder width apart directly under shoulders. Extend knees and hips until legs are straight. Release support lever.	
Execution Lower lever by bending knees forward slightly while allowing hips to bend back behind, keeping back straight and knees pointed same direction as feet. Descend until thighs are just past parallel to floor. Lift lever up by extending knees and hips until legs are straight. Repeat.	
Lever Leg Extension	
	
Instructions	
Preparation Sit on apparatus with back against padded back support. Place front of lower leg under padded lever. Position knee articulation at same axis as lever fulcrum. Grasp handles to sides for support.	
Execution Move lever forward by extending knees until leg are straight. Return lever to original position by bending knees. Repeat	
Lever Lying Leg Curl	
	
Instructions	
Preparation Facing bench, stand between bench and lever pads. Lie prone on bench with knees just beyond edge of bench and lower legs under lever pads. Grasp handles.	
Execution Raise lever pad to back of thighs by flexing knees. Lower lever pads until knees are straight. Repeat	
Comments Keep torso on bench to reduce hyperextension of lower back.	

Appendix B: Goal Sheet

SMART GOALS FOR TODAY:

Specific: Who? What? Where? When?

Measurable: How will I measure success?

Action oriented: What will I DO?

Realistic: Is it realistic to finish with the means, time, capabilities and resources I have?

Time Oriented: When will it be done?

Goal 1:
Goal 2:
Goal 3:

	Set 1		Set 2		Set 3		Set 4	
Exercise	Weight	Reps	Weight	Reps	Weight	Reps	Weight	Reps

Exercise	Time / Number of Repetitions

Did you achieve your goals today? _____

Appendix C: Profile Form

S.N.A.P.

SPECIAL NEEDS ACTIVITY PROGRAM

Brock University St.Catharines, Ontario Fax: (905) 688-8364 Email: snap@brocku.ca

Student Profile

***PLEASE COMPLETE ONE PROFILE FOR EACH CHILD THAT WILL BE ATTENDING S.N.A.P.

STUDENT NAME: _____

SCHOOL ATTENDING: _____

GRADE: _____ AGE: _____

EMERGENCY CONTACT NAME/NUMBER: _____ () _____

PERSONAL INFORMATION:

DETAILS OF CHILD'S DISABILITY (PLEASE INCLUDE TYPE OF DISABILITY, CLASSIFICATION & ANY OTHER RELEVANT INFORMATION):

MEDICAL CONDITIONS (include any medication details we need to know)

ALLERGIES: (food, seasonal, face paint, etc):

SNAP ACTIVITIES: FINE MOTOR SKILLS, GAMES SKILLS, JUMPING AND LANDING, CLIMBING, USE OF APPARATUS AND IMPLEMENTS, VARIETY OF FITNESS ACTIVITIES.

NOTE: NEW AS OF 2009/10 INTERACTIVE MEDIA STATION (music, karaoke, instrument and game simulations)

LIST ANY SPECIAL CONSIDERATIONS FOR THE CHILD ESPECIALLY PERTAINING TO THE ABOVE ACTIVITIES

Provide the name(s) of classmates that can be potential play buddies at SNAP:

PERMISSION FOR PHOTO TO BE TAKEN: YES _____ NO _____

PERMISSION FOR CHILD TO PARTICIPATE IN INTERACTIVE MEDIA: YES _____ NO _____

Please note exceptions to interactive media station, if any:

SNAP is an ongoing site for research on teaching, learning, accommodation, adaptation and inclusive practices. All observational data (eg, interactive media, teaching and learning episodes) have the potential to be used for research purposes.

I (parent or guardian) Give permission for my child to attend the S.N.A.P. program at Brock University

provide signature (parent): _____ (child): _____

Appendix D: Certificate

★	Certificate of Accomplishment	★
is presented to		
for		
Completion of the CHARM Program at Brock University		
Signature		Date

Appendix E: NTEC Info Sheet

NTEC SECTION CLASS

The Section class at NTEC has seen many transformations since its beginnings. It is a program that seems to be forever adjusting to the times and the needs of its students. Housed in the greenhouse at NTEC'S Canby street location, the section program serves six to eight students from the ages twelve to eighteen. These students have each had difficulty in the more conventional education programs and require an alternative program to support their needs. Our students usually struggle with social barriers, learning disabilities, behaviors and mental health. Our program offers an intimate setting with a high staff to student ratio, their academics are individually developed, and they can access the many work programs that NTEC offers. Students can work towards fulfilling their high school certificate, or diplomas depending on their individual academic goals. Our program focuses on cooperative learning, social and life skills development, and experiential learning. This makes our classroom a fast paced, fun and very unique learning environment.

The classroom is staffed by DSBN teacher Rose Marchio and NTEC support worker Jodi Bradshaw, both of which are committed to creating a caring and consistent environment that caters to each of the student's individual needs. We both feel very strongly in developing the whole person which means providing as many opportunities as possible for the students to develop skills and in both their academic lives as well as their personal lives.

It is incredible to see the growth that happens when an individual is given opportunities to succeed. Our students have thrived in the work programs that NTEC offers. Our students have worked in grounds maintenance, the kitchen, landscaping and helped with light office work. They also have accessed work placements outside of NTEC. These include JC's Auto in Port Robinson and Acculock and Niagara Falls. The chance to develop these skills has only been enhanced by the support and encouragement that has been offered by the staff that run these programs.

We also incorporate volunteer and community involvement into the program whenever possible. We currently attend the Niagara Falls SPCA every Thursday for dog walking and cat socializing. As the holidays approach we will be taking part serving free lunch at Welland's Hope Centre as well as assisting with packing the holiday hampers. The population that our program services are not academically inclined; offering them opportunities to enhance and develop work skills empowers them and enhances their self esteem, something that has been severely deprived by their academic struggles.

The program is currently in the process of developing a "Ready to Work" Certificate that will complement our students academic achievements when they finish their two year stay in our program. This certificate will include a minimum hours in their work placement as well as volunteer placements. They will be First Aid and WHMIS certified, have gone through workshops with the Job gym on Job searching skills, resume building and interviewing skills. There will also be a real life math component which will include budgeting, cheque writing banking and other basic money skills. We will also provide any clothing needed for interviews, or job placements.

The section class will be collecting Canadian Tire Money for Christmas. We will be using the money to buy items for the Niagara Falls SPCA! Any contribution you can make would be greatly appreciated.

Appendix F: Lanigan Small Group Handout

COMMUNICOLOGY PAGE 1



SMALL GROUP Communicology Effective Work Group Culture

Richard L. Lanigan, Ph.D.

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INTERNATIONAL COMMUNICOLOGY INSTITUTE
University Distinguished Scholar and Professor of Communicology
SOUTHERN ILLINOIS UNIVERSITY (USA)
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Work Teams

Working in groups is an everyday activity in the classroom and in the business world where work teams determine success. The analysis and description of persons communicating in groups is based in a long scientific research tradition beginning with Robert F. Bales in the Department of Human Relations at Harvard University in 1950. Communicology, the science of human communication, applies to small group behavior and culture as an explanation of making decisions and forming social relationships with other people. Communicologists use a qualitative research methodology based on logic for scientific validity (necessary condition) and reliability (sufficient condition).

Communicology Divisions

The discipline of Communicology was founded in 1951 with the publication of the book *Communication* by Jürgen Ruesch, a psychiatrist, and Gregory Bateson, an anthropologist. The scientific name Communicology was introduced by Wendell Johnson in 1958. The *International Communicology Institute* was founded in 2000 at Southern Illinois University (USA).

- ❶ **Intrapersonal Communication:** A person's embodied consciousness, the psychiatric and aesthetic domain of human discourse (verbal) and behavior (nonverbal).
- ❷ **Interpersonal Communication:** The experienced social domain of human interaction between two people.
- ❸ **Group Communication:** The cultural domain of social group formation and interaction.
- ❹ **Cultural Communication:** The transcultural domain of intergroup action and transaction.

🌐 **Website:** www.Communicology.org

Types of Groups

TASK GROUPS:

The goal is to make the best judgment; it is preferred by egocentric (individual centered) cultures, typically Western (e.g., United Kingdom and USA).

- ① **Problem-Solving Groups** define a *problem*, examine several solutions, pick the best one.
- ② **Decision-Making Groups** ask a *question*, study best answers, select an optimum choice.

AFFILIATION GROUPS:

The goal is to generate a positive emotional connection with others; it is preferred by sociocentric (group centered) cultures, typically Eastern (e.g., China and Japan).

- ① **Problem-Stating (Encounter) Groups** explore feelings, review possibilities, then enact appropriate **rule** conduct.
- ② **Relationship-Making (Consciousness Raising) Groups** describe attitudes, discuss options, then adapt to a normal **role** behavior.

Types of Applied Process

TASK GROUPS:

The process stresses efficiency and quality of choice; it is preferred by egocentric (individual centered) cultures, typically Western (e.g., Australia and Canada).

- ① **Problem-Solving Groups** progress through four stages of development:
 1. **Orientation** to problem,
 2. **Conflict** over definition,
 3. **Emergence** of solutions,
 4. **Reinforcement** of solution choice.
(Bounce Back to 1 often occurs between stages 2 and 3.)
- ② **Decision-Making Groups** use the process method (*Deming Wheel*) called the *Quality Circle*: 1. **Plan** 2. **Do** [collect data] 3. **Check** [analyze data] 4. **Act** [control choice]

The **Task Group's Affiliation Goal** develops in four parallel process stages:

1. **Primary Tension:** Choosing to be a *group member*; "encounter talk" builds trust.
2. **Secondary Tension:** Choosing a *primary role* in the group; "consciousness raising talk" allows role playing.
3. **Recurring Choice** of primary and secondary roles as discussion proceeds; "problem solving talk" allows for decision making.
4. **Confirming Choice** of primary and secondary roles as discussion ends; "social talk" builds team work.

② **BRAINSTORMING** (creative process to generate the maximum *range of possible ideas*)

1. Start with a warm-up session learning the ground rules:
 - ① Spontaneous contribution is desired; Criticism of ideas is *forbidden*.
 - ② Wild ideas and extreme analogies are encouraged;
 - ③ Quantity, not quality, of ideas is the goal;
 - ④ Encourage idea combinations, especially metaphors and similes.
2. Create a master list of ideas, eliminating duplicates.
3. Clarify the list of items, rank order them, evaluate the most useful.

③ **QUALITY CIRCLE** (members are drawn from all levels, janitor to manager, of the project)

1. Plan
2. Do [collect data]
3. Check [analyze data]
4. Act [control choice]

④ **FOCUS GROUP** (one time meeting which stresses an *evaluative judgment*)

1. Leader determines the participants.
2. Arrange the meeting room.
3. Build the focus group topical protocol (outline list of issues to discuss).
4. Conduct the group interview.
5. Analyze the data.

CONFLICT GROUPS:

The process manages positive choice within group disharmony.



① **NOMINAL GROUP DISCUSSION (NGD)**
with **ROUNDTABLE FORMAT:**

1. Silent (written) **Generation of Ideas** or ranking of choices;
2. Creation on a chart of a **Master List** by going around the group to get choices;
3. **Clarification** of choices by serial discussion;
4. **Secret Ballot** straw vote (to avoid retaliation against individuals).
5. Repeat steps 3 and 4 as needed to achieve **Final Decision**.



② **PARLIAMENTARY PROCEDURE:**
(destroys affiliation; to be avoided, if possible!)

1. Select a meeting *chairperson*;
2. Select a *parliamentarian*;
3. Use a simplified version of Robert's *Rules of Order*.

Types of Applied Processes, continued:

AFFILIATION GROUPS:

The process focuses appropriate emotion and normal comportment; it is preferred by sociocentric (group centered) cultures, typically Eastern (e.g., Germany and Italy).

① **Problem-Stating (Encounter) Groups** progress through a three stage process:

1. **Boundary Seeking:** displays of antagonism and assertiveness, both supportive and reactive.
2. **Ambivalence:** displays of aggression and assertiveness that are a reaction to tension.
3. **Actualization:** Moments of self disclosure accepting the need for a *Change in Role*.

② **Relationship-Making (Consciousness Raising) Groups** develop in four stages of process:

1. *Self-Realization* of a New Identity
2. *Group Identity* developed through polarization with other groups.
3. *New Values* established for the group.
4. *Acting Out* the new consciousness.

The **Affiliation Group's Task Goal** develops in three parallel process stages:

1. **Search for Identity** with "social talk":
Behavior **Rule** change for one's Self or Group = Encounter.
2. **Self Choice** in "consciousness raising talk":
Seeking support for your behavior rule change
3. **Role Change** in "encounter talk" with role playing:
Self takes on a **New Role** = Consciousness Raising.

Applied Communicological Techniques

ACTION GROUPS:

The process stimulates positive face-to-face interaction in one place.



① **BUZZ GROUP** (creative process to generate the maximum number of ideas in a *short time*)

1. Identify the problem.
2. Assign duties of designated leader.
3. Actualize the group's ideas, focus on: Redundancy, Intensity, Creativity.

LARGE [50+ persons] OR INTERNET GROUPS:

The process manages efficient interaction among all participants, leads to a decision.



① **LAYERED BUZZ GROUPS**

(**Place** groups require **time** management)

1. Create *buzz groups*, e.g., each table at a dinner banquet is a group.
2. Discuss the specified topic for five minutes; select a *Reporter*.
3. Reporter's form a buzz group for 5 minutes and select a *Spokesperson*.
4. Spokespersons form a group for five minutes and select a *Speaker* who addresses the entire audience with the *consensus judgment*.



② **P.E.R.T. TECHNIQUE**

(**Program Evaluation and Review Technique**, used by USA federal government agencies, departments, and their contractors)

1. State the final event or **goal of the project**.
2. **List events** that must happen before the final event can occur.
3. Assess the **order of events**.
4. Make a **diagram** that connects all events in *chronological order*.
5. State specific **activities** that occur **between events**.
6. Specify **time** needed.
7. Are the **deadlines feasible**?
8. Determine the **Critical Path** (linking events that *must occur* in time order).



③ **DELPHI TECHNIQUE**

(**Non-Place** groups require an Internet Based Technique)

1. Set up an internet group, list-serv, or other internet connection;
2. Collect ideas, information from participants;
3. Discussion Leader synthesizes a *list of ideas* from each participant;
4. Leader integrates synthesized lists from everyone;
5. Participants rank order or rate the ideas on the integrated list.
6. Repeat step 5 as needed to achieve final agreement.

Group Cultures: Size, Roles, Leadership, and Management

Roles were developed by the *National Training Laboratory in Group Development* during the 1940s and by *Robert Bales* in the Department of Human Relations at *Harvard University* in the 1950s. The optimum **Size** of a task or affiliation group is five (5) persons who fulfill the primary **Roles**; these same persons may take on one or more secondary roles as well. A task group of seven (7) members is the next best size, but as the number climbs, the group begins to become dysfunctional. In no case should the group have an even number, as this stimulates stalemates and leadership failure. *Zero-History* groups are people meeting for the first time. As meetings continue to occur, the **Group Culture** develops as a *history of member experiences*. All group members feel an *affiliation need* for inclusion ("in group"), control ("stay with group"), and affection ("my group"), hence all group behavior is *highly structured and predictable*, usually following cultural **roles**, rather than social **rules**.



GROUP MEMBER COMMUNICOLOGICAL SKILLS:

① Problem-Solving Talk = Decision Making Skill-Set:

1. Contribute to group orientation
2. Seek information and opinions
3. Maximize *ideational* conflict
4. Separate people, ideas, and criticism
5. Examine advantages and disadvantages of solutions

② Role-Playing Talk = Membership Development Skill-Set:

1. Help in role formation
2. Be role flexible
3. Help ease primary tension
4. Insure there is a Central Negative
5. Support the Task Leader

③ Encounter Talk = Trust-Building Skill-Set:

1. Risk self-disclosure
2. Avoid stereotypic judgments
3. Be an empathic listener
4. Recognize individual differences
5. Provide emotional security to all

④ Social Talk = Team-Building Skill-Set:

1. Build group pride (select a **Group NAME**)
2. Create a **Group SLOGAN** and other symbols
3. Establish group traditions (activities)
4. Tell sacred stories (group history)
5. Initiate group fantasies (ideal goals)

Group Roles



PRIMARY ROLES IN GROUPS



1 TASK LEADER [TL] :

Expert knowledge, procedural skills, pragmatic communication abilities. *The role MUST be played for group success!*

2 CENTRAL NEGATIVE [CN] :

Checks, clarifies, reviews ongoing decisions, suggests alternatives. *The role MUST be played for group success!*

3 SOCIAL-EMOTIONAL LEADER [SEL] :

A well-liked member who manages emotions and feelings in the group.

4 TENSION RELEASER [TR] :

A person who resolves interpersonal conflict with timely humor or diversion.

5 INFORMATION PROVIDER [IP] :

Contributes, researches and prepares accurate data material.

SECONDARY ROLES IN GROUPS



6 QUESTIONER [Q] :

Seeks ideas from others and evaluates them for clarity and conciseness.

7 SILENT OBSERVER [SO] :

Passively observes and evaluates others with nonverbal reactions.

8 ACTIVE LISTENER [AL] :

Summarizes and verbalizes consensus; supportive nonverbal responses.

9 RECORDER [R] :

Takes notes, keeps accurate records; technician for audio/video recording.

10 SELF-CENTERED FOLLOWER [SCF] :

Questions ongoing decisions on the basis of self-interest (*dysfunctional role*).

LEADERSHIP STYLES IN GROUPS:



Leadership can be:

DESIGNATED by formal appointment, title
or

EMERGENT by an assertive group member

Success depends on communication skills.

DESIGNATED Leader is appointed by a higher authority; job title defines context.

Trait Approach:

- ★ Dress for Success, ★ Oral Skills,
- ★ Positive Thinking, ★ *Produces Actions* (proactive).

Power Approach:

- ★ Job Title, ★ Expert Knowledge,
- ★ Charisma, ★ Information Control, ★ *Rewards Actions* (reactive).

Stylistic Approach:

- ★ Autocratic [*Theory X*] or
- ★ Democratic [*Theory Y*] or
- ★ Laissez-faire [*Theory Z*].

Motivational Approach:

- ★ Telling/Delegating or
- ★ Selling/Affiliating or
- ★ Coaching/Participating.



EMERGENT Leadership role is assumed by a member; affirmed by other members.

Role-Emergent Theory:

- ★ Leader with "Lieutenant" or
- ★ Crisis Leader or
- ★ Contest of Candidates.

Situation Theory:

- ★ Adaptive Behavior, ★ Interface of Power,
- ★ Task, ★ Likeability, ★ Task Context.

Functional Theory:

- ★ Display of Task Skills,
- ★ Procedural Skills,
- ★ Interpersonal Skills.



MANAGEMENT STYLES IN GROUPS:



Management styles are the communication result of Leadership. Management style forms a behavioral and psychological context for group participation, a *small group culture*.

- ① **Competing:** the goal is to force decisions, a win or lose mentality with no compromises.
- ② **Collaborating:** the goal is problem solving, a creative mentality that maximizes benefits.
- ③ **Compromising:** the goal is sharing benefits and burdens, an expedient mentality for efficiency.
- ④ **Avoiding:** the goal is withdrawal from the task, postponing conflict, and using uncooperative strategies
- ⑤ **Accommodating:** the goal is smoothing emotions, avoids taking positions, and engages in passive actions.

MANAGEMENT CULTURES FOR GROUPS:

Anatomy of Management Cultures X, Y, and Z

ORGANIZATIONAL ISSUE	THEORY X	THEORY Y	THEORY Z
Manager	Is assertive and task-oriented (has task skills)	Is friendly and understanding (has people skills)	Is open-minded and participatory (has group skills)
Innovation	Creating new ideas is management's job	Workers make some suggestions for new ideas	Creating new ideas is the job of workers and managers
Quality Control	Management is solely responsible	Workers are encouraged to take responsibility	Quality control occurs through the use of TQM
Decision Making	Decisions are made by management	Managers seek advice of workers	Workers and managers join in group decision making
Personal Problems	Personal problems are not the company's problem	Supervisors empathize and counsel workers	The organization is "a family" and cares for workers
Time Management	Workers' time is closely monitored	Workers have some time flexibility	Workers set their own timetables with telecommuting
Group Meetings	Primarily "tell" meetings held by management	Information seeking held by management	Participatory decision-making meetings
Trust	Little trust exists between managers and workers	Selective trust of some workers	Trust is pervasive among managers and workers
Promotion	Promotion is based on task accomplishments and skills	Hard work, plus knowing the right people	Commitment to organizational goals and identity
Job Security	Depends on amount and quality of work needed	Depends on good relationships with managers	Company makes life-long commitment to employees

Source: Derived from Michael M. Cuffe and John F. Cragan, "The Corporate Culture Profile." Used with permission.



Majority emergence occurs in Odd Numbered groups.

CAUTION!
Large organizations tend to talk about Theory Z, but actually practice Theory X.



16 Success Principles for Group Communicology



A Successful Small Group Must:

- 1 Have participants who **Choose to be Members** (*Primary Tension*).
- 2 Have members who play a **Primary Role** (*Secondary Tension*).
- 3 Have the **Central Negative** Role played.
- 4 Have an ideal **size of Five (5) Members**; Seven (7) Members are next best.
- 5 Fill **Primary Roles**: (1) *Task Leader*, (2) *Central Negative*, (3) *Social-Emotional Leader*, (4) *Tension Releaser*, (5) *Information Provider*.
- 6 Recognize **Secondary Roles**: (6) *Questioner*, (7) *Silent Observer*, (8) *Active Listener*, (9) *Recorder*, (10) *Self-Centered Follower* [dysfunctional role].
- 7 Realize that the **Sixth or Eleventh Member** are the "Tipping Point" for **Group Failure**.
- 8 Realize **Group Talk is not random**, but is *highly structured and predictable*.
- 9 Realize that a **Group makes a Better Quality Decision** than an individual.
- 10 Have a **Task Goal** in a Problem Solving or Decision Making Process.
- 11 Have an **Affiliation Goal** in a Problem Stating or Relationship Making Process.
- 12 **Manage Communication** in a Zero-History group by forming a Quality Circle using the Deming Wheel Technique:
 - 1 PLAN, 2 DO (collect data), 3 CHECK (analyze data), 4 ACT (control process).
- 13 Realize that Group **Conflict can be Managed**, but not resolved.
- 14 Manage group Conflict by using **Nominal Group Discussion** technique and **Roundtable** format. **NGD** =
 - 1 Silent Listing of Choices,
 - 2 Creation of a Master List,
 - 3 Clarification of Choices,
 - 4 Secret Written Ballot straw vote for testing acceptance of choices.
- 15 Distinguish Group **Place Cultures** based on **Affiliation** ("blood" relationship group = Family) versus **Non-Place Cultures** based on **Task** (legal relationship group = work activity). [High Risk Occupation as Police, Soldier, Fire Fighter, etc. = Affiliation Group]
- 16 Use **Collaboration Management Style** and **Theory Z work group skills** (Democratic, Intrapersonal).

Group Proxemics: Communicological Formats



The format of a group refers to the physical arrangement (semiotic code of *Proxemics*) of people and furniture in the room and the control of proxemic (space) communication as a nonverbal element of context. Format structures interaction and controls the flow of information among group members. Format also designates perceived power relationships in the group. *Formats are listed in rank order from most Democratic to most Authoritarian.* All the formats are exemplified on TV news programs. Occasionally, formats overlap as with a "town meeting" that is both a Forum and Colloquy.

Formats:

① Roundtable = Cooperation (optimum communication)

Each person has equal space, position, and ability to speak = *Most Democratic.*

Objective: To promote equality of participation and spontaneous conversation.
Optimum Size is 5 or 7 members (6 is dysfunctional!)

② Symposium = Collaboration (optimum data)

Different, equal time, points of view presented from a rectangular head table.

Objective: To present different viewpoints using a series of short preplanned speeches of equal length. Even number group should be avoided; optimum size is 7 with one person being a Moderator, not a contributor.

③ Panel Discussion = Competition (optimum analysis)

Single topic, equal time, presentations; moderator controls pro and con speakers (often seated at counter-posed tables).

Objective: To facilitate semistructured communication interaction among participants on a single topic for the benefit of an audience.

④ Forum = Lecture Presentation (optimum synthesis)

Lecture presented by one speaker, moderator control; uses one or two podiums.

Objective: To stimulate audience participation on an important issue using questions and answers combined with one or more of the other discussion formats.

⑤ Colloquy = Confrontation (optimum verification)

Same as forum, except speech is unprepared and responds to a panel of questioners.

Objective: To elicit unprepared responses from discussion participants through the means of prepared questions for the enlightenment of an audience.

⑥ Parliamentary Procedure = Managed Conflict (optimum control)

Persons have a designated space, limited ability to speak, and highly restricted participation = *Most Authoritarian.*

Objective: To regulate participation in a large discussion body strictly through an organized set of rules to facilitate orderly decision making that reflects the will of the majority.

GROUP PROXEMICS (Orientation of People and Furniture):



* NOTE:

Even Numbered groups have a proxemic symmetry that tends to be dysfunctional. Odd Numbered groups assure an emergent majority. Optimum size is 5 members; next best is 7 persons, then 9 members. Ten members is a "tipping point" because all ten primary and secondary roles are taken. All five person images above are a better illustration of a small group than this diagram.

Recommended for Further Reading:

John F. Cragan and David W. Wright,
Communication in Small Groups: Theory, Process, Skills (5th edition)
(New York, NY: Wadsworth Publishing; International Thomson Publishing Co., 1999).
The author's combine a comprehensive review of published research and provides insights from their consulting work with businesses in Chicago, Illinois, USA. The present handout is adapted from this book.

Robert Freed Bales,
Interaction Process Analysis: Theory and Measurement (Reading, MA: Addison-Wesley, 1950).

Richard L. Lanigan,
The Human Science of Communicology: A Phenomenology of Discourse in Foucault and Merleau-Ponty (Pittsburgh, PA: Duquesne University Press, 1992)
Appendix D: "Communicology: An Encyclopedic Dictionary of the Human Science" (pp. 197-242).

Richard L. Lanigan,
Phenomenology of Communication: Merleau-Ponty's Thematics in Communicology and Semiology (Pittsburgh, PA: Duquesne University Press, 1992)
Specific eidetic and empirical studies in the theory and methodology of Communicology.

Appendix G: Contacts

Useful Contacts:

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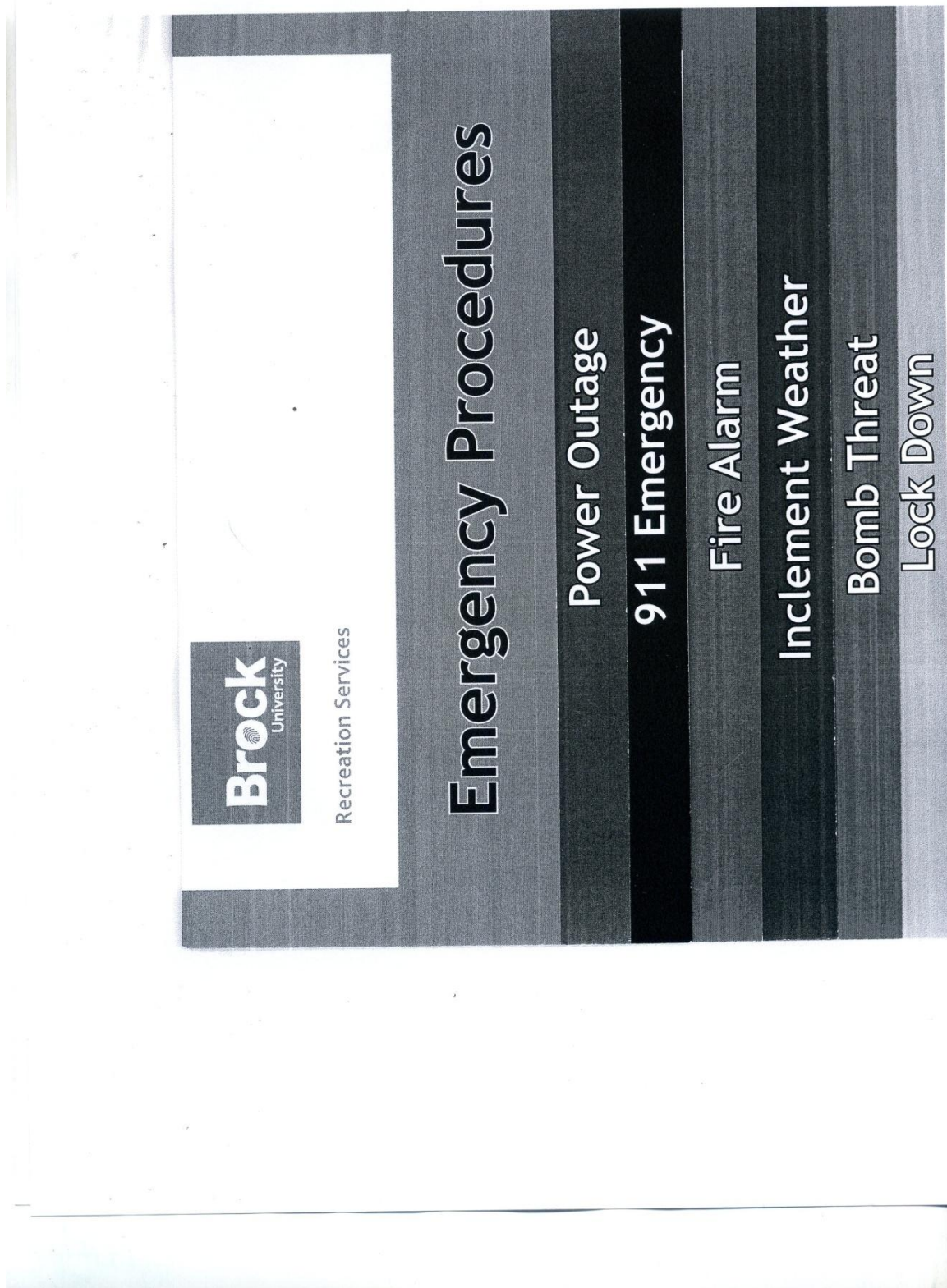
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Appendix H: Emergency Procedures



EMERGENCY CONTACTS

<u>Brock University</u>	<u>Ext.</u>	<u>Region</u>	<u>Phone #</u>
Campus Security	3200/4300	Fire, Police Ambulance	911
Health Services.....	3243	General Hospital.....	905-684-7271
Athletic Therapy Clinic....	3791	Niagara Public Health.	905-688-3762
Healthy & Safety	3023/4027		
Facilities Management	3717		
Equipment Room	3377		

POWER OUTAGE

- All staff retrieve flashlights and radios. One person will stay in the Equipment Room to return passes and retrieve equipment.
- Staff will direct patrons to cease activity in all areas and direct them to predetermined area.
- While securing the building, ensure the safety of all patrons during the sweep.
- In daylight, the Programmer/Supervisor will use their discretion to continue with activity in the Zone and Ian Beddis gym.
- Programs (PALS, Sports School, CMP, etc.) will be escorted to the Ian Beddis gymnasium and supervised.
- Close and lock up activity areas without natural light.
- Contact Facilities Management (ext. 3717) and/or Campus Security (ext. 3200) to find out estimated time of power return.
- Contact Facility Manager (cell 905-321-7305) and/or Director (cell 905-321-4236) if not on site in the facility and explain the situation. A decision will be made at this point on closing.
- Never speculate with patrons about what "might" happen.

Power Outage

911 Emergency

Fire Alarm

Inclement Weather

Bomb Threat

Lock Down

Blood Spill | Missing Child

911 EMERGENCY

In an Emergency requiring MEDICAL, POLICE or FIRE SERVICES:

- **CALL 911**
- Confirm what emergency services you need (Fire, Police, Ambulance).
- Identify yourself and the location of the incident as "Walker Complex, Brock University".
- Describe the incident to the dispatcher as clearly as possible.
- Direct ambulance to Shaver entrance of Brock University. Tell them that Campus Security will escort the ambulance to our facility.
- Ask for estimated time of arrival (ETA).
- **Call Campus Security Emergency extension 3200.** Inform them of the incident and location. Alert them to meet the ambulance at the Shaver entrance.
- Inform duty Supervisor (via radio system) or x3377.

- Determine best access for EMS.
 - Tennis Court Doors - lower level of facility.
 - Main entrance of Walker Complex - Upper level of facility - Zone/Ian Beddis gym.
 - Northwest door located past rowing centre beside the climbing wall - Pool.
- Inform Recreation Services Personnel.
- Someone from staff stays with the emergency situation.
- A second staff member or designate should meet EMS at the access doors and physically escort them to the site of the emergency.
- Always fill out an accident/injury report and submit it to your Supervisor.
- Report ambulance/emergency personnel contact to Facility Manager and Director.

911 Emergency

Fire Alarm

Inclement Weather

Bomb Threat

Lock Down

IN THE EVENT OF FIRE

All Staff are expected to perform duties required in their area of work. If you are uncomfortable assisting, communicate your feelings to your supervisor.

- Your Supervisor will act as **Fire Warden**. He/she will direct you.
- All available walkie talkies should be in operation. Directions for use are attached to the walkie talkie.
- Equipment Room is "base" station; therefore, supervisor on duty must be available at all times during an evacuation until the building is cleared.
- Lock up Equipment Room, Zone, Welcome Desk areas as required.
- Staff will be directed to voluntarily do a sweep of the building.
- Depending on the number of staff available, they may be split up and assigned an area to clear (i.e., gyms, change rooms, dance studio).
- All persons should be directed to the nearest emergency exit.
 - An outside door.
 - A fire separated area.

- Should an individual refuse to leave, take note of their location and notify emergency personnel when they arrive.
- No one should be allowed to re-enter the area until emergency personnel give direction to do so.
- You should be out within **2 minutes**.

Small Fire

- Use nearest extinguisher.
- Pull fire alarm.

Fire Alarm

Inclement Weather

Bomb Threat

INCLEMENT WEATHER POLICIES & PROCEDURES

Procedures when the University closes by 7am:

- The Walker Complex will **CLOSE** and Recreation Services events will be **CANCELLED**.
- Should classes be cancelled, Recreation Services staff designates will record messages on the Welcome Desk, Equipment Room, Aquatics and Zone phones to indicate that all classes, programs and activities scheduled in the Walker Complex are cancelled due to inclement weather.
- The Athletic Director or designate will be notified to try and cancel athletic events, practices and facility events.
- Recreation Services full-time staff will post a message on our website.

Procedures when the University closes during business hours:

Monday to Friday or working hours when staff is on site:

- Should the University declare that classes are cancelled, programs run by Recreation Services will also be **CANCELLED**.
- Staff will attempt to notify program participants by phone and email.
- Information will be posted on the Recreation Services website.
- Messages will be recorded on the Welcome Desk, Equipment Room, Aquatics, and Zone phones and website to indicate that classes scheduled in the Walker Complex are cancelled due to inclement weather.
- Should a booked event (i.e., varsity game) be scheduled, staff will consult with the Director of Athletics to decide on whether the game will be played (team, officials available). The Director of Athletics will work with coaches to cancel practices.
- Intramural games, swim lessons, etc., will be cancelled.

Procedures for weekends:

- Should the University close on the weekend, the Director will be notified by Campus Security and will in turn notify the appropriate facility and program supervisors.
- Supervisors will attempt to notify program participants by phone and email.

When a weather warning is issued:

- The Director of Recreation Services will notify Campus Security, Facility Management, Office of University Communications, Director of Athletics of programs that are scheduled and may be affected.
- Programmers will notify external event organizers that their event may be affected.

Inclement Weather

BOMB THREAT

If you receive a BOMB THREAT via telephone or email:

- Do not panic.
- Have Campus Security and/or EMS direct and search the area.
- Anything suspicious should be reported to the EMS.

Written:

- Immediately contact Campus Security at **EXT. 3200** and your supervisor.
- It is vital as few people as possible handle the document.
- If the threat is received via email, **DO NOT REPLY, DELETE OR FORWARD.**

Telephone:

- Remain calm and refer to the Bomb Threat checklist (located by the phone). If possible, note the information on your telephone display window (i.e., name of caller, phone #).
- If the threat is left on your voicemail, do not erase it. Notify Campus Security and your supervisor.
- If the caller is still on the line, keep the individual talking as long as possible in order to gather information.
- Attempt to obtain information about the location of the device (building, floor, room), the time of detonation and the type of detonator.
- **Immediately after the call has ended**, notify Campus Security at ext. 3200.

Bomb Threat

Lock Down

Blood Spill | Missing Child

SHELTER IN PLACE/LOCK DOWN

This will occur when it **MAY NOT BE SAFE TO EVACUATE** the building or area that you are presently in as you may be evacuating towards danger.

3 STEPS

1. SECURE IMMEDIATE AREA

- Gather together as many people as you can that are within your immediate area.
- Wherever you are at the time of notification is most likely the safest place to remain unless notified otherwise.
- If in a common area (i.e., hallway or open space), find a classroom or office preferably with computer access or hardline phone access or grab a portable radio if you can.
- Lock and/or barricade the door if possible.
- Make the room or area you are in appear unoccupied.
- Turn off lights or maintain minimal lighting.
- Close any blinds or windows.
- Quiet all cell phones.
- Remain calm and assist others with you in remaining quiet and out of sight.
- Take adequate cover/protection (i.e., concrete walls, thick desks, filing cabinets).
- Slide something heavy in front of the door if possible.
- If someone tries to gain access to the area, do not let them in.

2. COMMUNICATE

- Designate one person to communicate for your group any threat, injury and location to: 911, Campus Security, Ext. 3200/4300, security@brocku.ca.

3. MONITOR

- University Communications at www.brocku.ca or via voice mail messaging.

MISSING CHILD PROCEDURES

1. Ask the parent what program/area the child was in, where they were to meet.
2. Get the child's name, and a brief description.
3. Inform any available supervisors in the building that a child is missing and relay the above information.
4. Take the parent with you or have them stay with another staff member.
5. Immediately go to the facility area where they were in the program, calling the child's name on the way.
6. Check with the instructor/coordinator to see if they know where the child is.
7. Initiate a fast, brief search in that area.
8. If the child is not found, call Campus Security to alert them (ext. 3200).
9. When the child is found, notify everyone who was assisting with the search.

BLOOD SPILL

In the event of a blood spill:

- Ensure victim is cared for.
- Close down activity area where there is blood remnants.
- Page Custodial Services (8888-525-your ext.) and when they call back, report there is a blood spill and tell them the location.
- If Custodial Services cannot be contacted, clean the area as follows:
 - Wear medical gloves.
 - Spray the area with diluted bleach mixture (located in clinic) and wipe up with an old towel.
 - Place bloody towel in and ice bag, tie it up and discard it.
 - Clean the area with regular disinfectant.
 - Wash your hands thoroughly.

BROCK UNIVERSITY EMERGENCY PROCEDURES

FIRE EMERGENCY

- If you discover fire:**
- **SHOUT** and pull the fire alarm
- If you hear fire alarm:**
- **GET OUT**, close doors and exit the building
You are responsible for evacuating yourself **and anyone you are supervising** when the alarm rings.
 - **STAY OUT** until told to return
Silenced bells DO NOT mean the situation is safe. WAIT for the "All Clear" from Campus Security.
- At all times:**
- **PREVENT FIRES** - no open flames
 - **KNOW** exit and emergency equipment locations
 - **MAINTAIN** safe passage and egress

SPILL OR RELEASE PROCEDURE

- **CONTAIN** rapidly by diking: **WARN** others
 - **RINSE** any exposed skin a minimum of 15 minutes
 - **EXTINGUISH** ignition sources & evacuate if volatile
 - **COVER** to suppress fumes & evacuate
 - **CHECK MSDS** for clean-up, first aid & disposal (Use Universal Precautions if biological)
 - **CLEAN UP**, decontaminate and dispose properly
- Asbestos Release:**
- **KNOW** Asbestos location (Some pipe and duct insulation and MacChown A-G ceilings)
 - **AVOID** disturbance
 - **MONITOR** and report any damage (ext. 3717)
 - **VACATE** for clean-up if confirmed Asbestos
 - **DO NOT** re-enter until clearance given

MEDICAL EMERGENCY

- Minor Cuts or Burns:**
- **GIVE FIRST AID** and seek follow-up medical attention as appropriate
- Major Illness or Injury:**
- **GET HELP** - 911 for ambulance and Campus Security at ext. 3200
 - **GIVE HELP** - check breathing, pulse, stop bleeding, give First Aid. Do not move victim unless in danger
 - **GIVE COMFORT**, keep victim warm and calm
- Fatality/Critical Injury:** (i.e., loss of consciousness, sight or limb, significant bleeding, burn or fracture)
- **SECURE SCENE** but control any hazards
 - **CONTACT EHS** to arrange investigation

EMERGENCY CONTACTS

Police/Fire/Ambulance	
NIAGARA EMERGENCY SERVICES	911
First Aid/Threat/Disturbing Behaviour	
CAMPUS SECURITY EMERGENCY	3200
Critical Injury/Spill/Hazard	
ENVIRONMENT, HEALTH AND SAFETY	3994
Lights Out/Unsafe Area/Property Damage	
FACILITIES MANAGEMENT	3717
Injury/Illness Or Health Question	
STUDENT HEALTH SERVICES	3243
Student Help or Student at Risk	
STUDENT DEVELOPMENT CENTRE	4750
Disrespected Or Harassed?	
HUMAN RIGHTS AND EQUITY SERVICES	4019

IMMINENT THREAT

SHELTER IN PLACE/LOCK DOWN

- **AVOID OPEN AREAS** including corridors
- **SECURE** yourself and others
- lock doors, close blinds, turn lights OFF, quiet phones
- **COMMUNICATE**
- Active threat or injuries to 9-1-1 or ext. 3200
- Location and occupants to security@brocku.ca
- **REMAIN CALM**, Quiet, Patient
- **LEAVE ONLY** when help arrives or as directed by authorities

BOMB THREAT

- **REMAIN** calm and note telephone display information
- **KEEP** caller talking to gather information
- **BE ALERT** to suspicious packages (Know your area)
- **NOTE** location, time and type of package or device
- **DO NOT** move or send further
- **NOTIFY** Campus Security at ext. 3200, upon hang-up or discovery
- **INFORM** Supervisor and await further instruction
- **FOLLOW** instructions of Campus Security Services and NRPSS who will determine need for evacuation and/or search

BE SAFE @ BROCK: www.brocku.ca/oehs